

SCHOOL NUMBER

Public Libraries

(MONTHLY)

Vol. 6

February, 1901

No. 2

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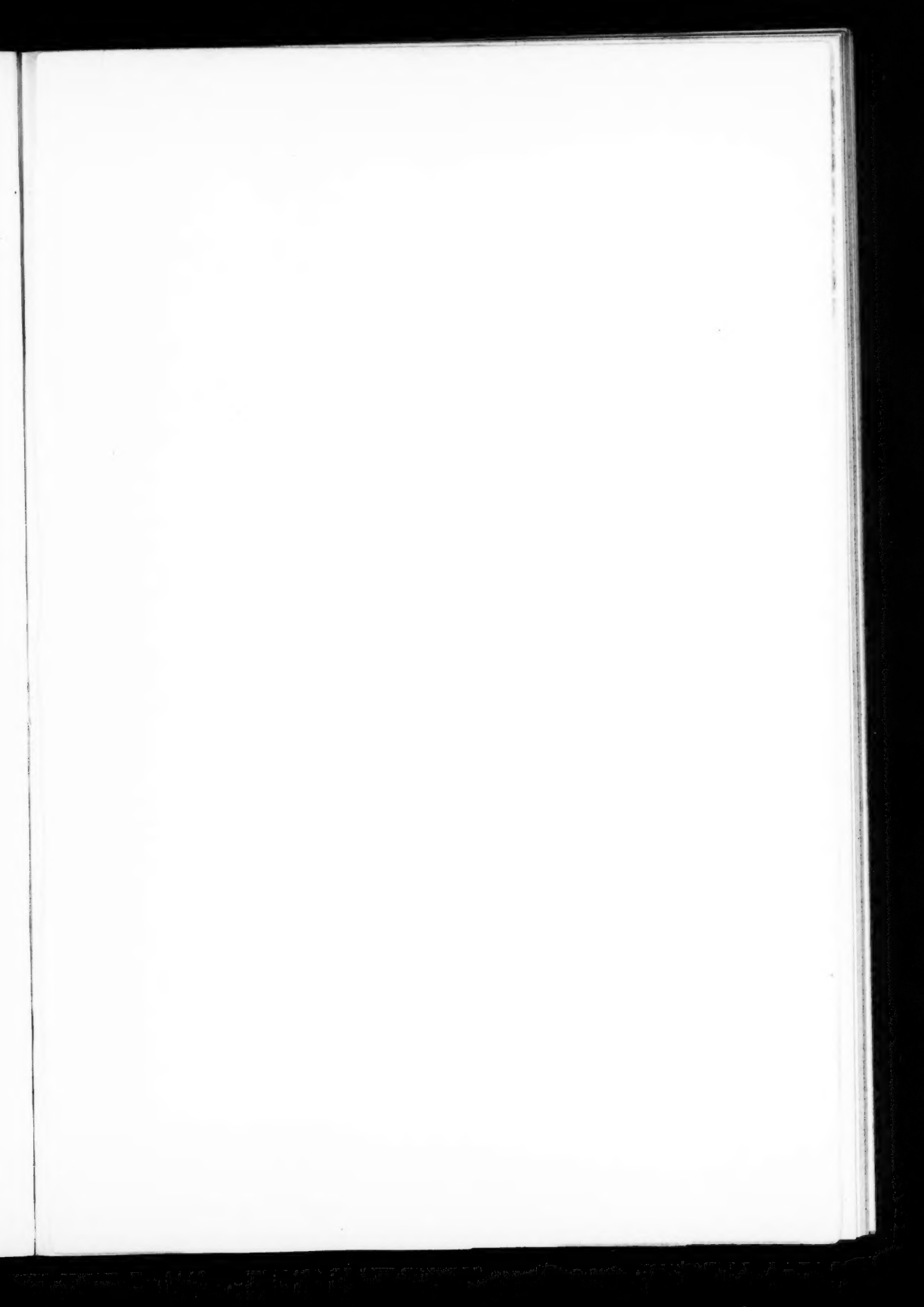
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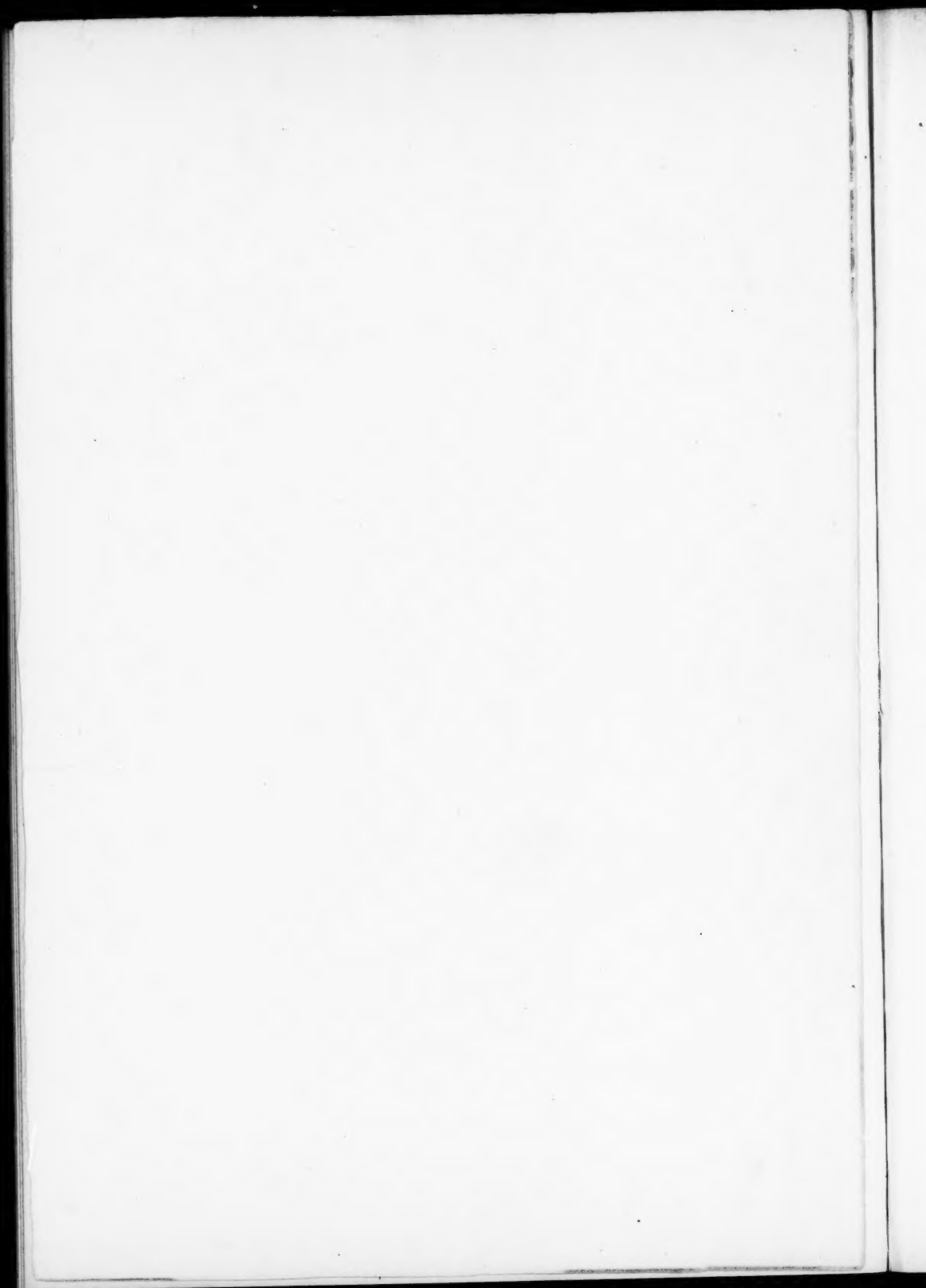
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Literature for Little Folks*

Mrs Gertrude Rugg Field

Children's reading is a most important division in the modern science of child study. Let intelligent oversight direct what the American youth shall read, and we may confidently prophesy an enlightened people whose intelligence and culture shall insure broad influence among the nations of earth. Parents and teachers are beginning to understand their responsibility in this direction better than ever before, when literature in all its branches is undergoing such an evolution and a revolution as has never been since good old Burgher Gutenberg was moved to substitute the printer's devil for the "friar of orders gray."

Children's literature has undergone a striking transformation in the last 100 years. I often wonder what Peter Parley or Mrs Barbauld would say if they could be confronted by a recent Christmas edition of *Alice in Wonderland*, for instance, or a copy of Kenneth Grahame's *Golden age*, illustrated by Maxwell Parrish. The modern child would consider Peter's printed philosophy very prosy and his books very unattractive, while Mrs Barbauld's old-fashioned volumes would be ridiculed or scorned by the little men and women accustomed to the facile writing, plentiful illustrations, and sumptuous bindings of today's juvenile literature.

Sometimes we hear intelligent per-

sons say: Oh for the good old books for children—they taught such wise lessons, set such good examples. On the contrary I believe that the present is the golden age of children's literature—that our modern writers for little folks understand better than their predecessors the child's mind and heart, and are better equipped to furnish him with rational, reliable, and readable books. Writers of today are helped to successful effort in this direction by the more enlightened thought of parents and teachers who demand for children the best in literature as in all other departments of education and development. The "recents" among authors of children's books have a wider range of subjects than of old, for the world is beginning to realize that the mental palate of even a child may tire of a daily diet as monotonous as it may be meritorious. We believe nowadays that each child has his own individuality, his characteristic environment, which should entitle him to a choice in his reading, as in his occupations, his study, and his play. A wise guidance of his choice, a supervision of his energies, and a provision for his needs is what his elders are called upon to make in his right up-bringing, and this applies to his reading as to all of his pursuits and pleasures.

But while admitting that children occasionally want something that they ought not to have, I still say, consult the taste of your child in selecting or guiding his reading. Does the boy want stories of outdoor life, substi-

*Given before the Providence Mothers' club at the Providence public library, May 7, 1900.

tute the Jungle books and Seton-Thompson's fascinating Wild animals I have known, for the cheaply bound and poorly written tales of the forest by unknown, or too well known, writers. I have said boy—but it is the girl, as I have reason to know, who finds absorbing interest in Seton-Thompson's Story of the grizzly, which if it were not at hand would be replaced by a story of a like character far less finely told and without literary style.

Does your girl—and this may be a boy—have a liking for imaginative literature lead her to the best in that line, to Hawthorne's Wonder book, for example, or the story of King Arthur, and teach her to appreciate books written in clear English, well printed and illustrated. Buy for the children as many of these good books as possible, take others from the library, and so inculcate a taste for the best in literature which shall abide through life and be of lasting pleasure and profit to its possessor.

Though I have called this the golden age of literature for little folks, I do not want to be quoted as advising children to read only the moderns. Æsop's fables, Bunyan's Pilgrim's progress, Defoe's Robinson Crusoe—these will never grow old, and may never be improved upon as children's classics. Just as these and other children's books are enjoyed equally by grown-ups, so I think little folks' reading should not be confined to what is written especially for them. I like to think of dear, delightful, little Kate Douglas Smith, better known as Kate Douglas Wiggin, in her linsey-woolsey frock, curled up on a sofa with the maroon-covered copy of David Copperfield, which she reduced to a state of limpness by her kisses.

There is a fellowship between any two individuals who love the same book, and happy that parent and child who can and do enjoy together the pages of a book which thus becomes literature for little folks, though its author may not have so intended it. Emphatically I urge—do not compel

your child to read Scott simply because you enjoy him, or Seton-Thompson because you think him the bookman's idol of the hour; let the boys and girls choose for themselves within certain limits, only trying to guide them to the best books upon the subject of their interest, whatever that may be, and helping them to the possession or use of those volumes which will cultivate the literary taste while giving entertainment and instruction.

In the preparation of this paper I have divided my subject into three sections: the literature of the nursery, the literature of the kindergarten, and the literature of the primary school.

The literature of the nursery naturally suggests Mother Goose's rhymes, though I know it is the fashion of the day not to teach the babies these, but begin directly with Longfellow's poems and Browning's melodious mysteries. This may do for a Boston baby, but the little newcomers in other less brainy and beany cities would be better pleased with the story of Little Bo-Peep, and I agree with my young fellow-citizen; to me there is a charm of hallowed association in these old rhymes which have been ringing in children's ears and resting in their hearts all through the centuries.

The baby and very small child are attracted by bright bits of color, jingling sounds, and kaleidoscopic pictures; he does not care yet for detail or logical sequences. This is just what Mother Goose gives—she doesn't tell us who Simple Simon's grandfather was, but says Simple Simon met a pie-man, which is a clear statement and needs no preface or explanation. She tells us that Mary is quite contrary, though she doesn't dwell disagreeably on the matter, but tactfully turns the subject and describes the garden which, as everyone knows, was Mary's heart's delight. Then, too, there is a musical swing about Mother Goose rhymes which leads the way to the enjoyment of all poetry and heralds the approach of the greater gods of rhyme. Not all of Mother Goose is equally pleasant

and profitable, but I find if we carefully expurgate our edition, our neighbor's child brings in the missing verses, and they are the ones most carefully learned and longest remembered.

I have often noticed a sense of humor in very young children, and I am inclined to think that is the reason for the nursery popularity of Nonsense songs. I am glad to be able to quote so eminent a man of letters as John Ruskin in an indorsement of Edward Lear's Nonsense songs, which are standard literature for the nursery, and not out of place in the scholar's sanctum or the business man's den.

Ruskin says: Surely the most beneficent and innocent of all books yet produced is the Book of nonsense, with its corollary carols inimitable and refreshing, and perfect in rhythm. I really don't know any author to whom I am half so grateful for my idle self as Edward Lear. I shall put him first of my hundred authors.

We are all familiar with the holiday books for children against which Mons. Le Gallienne protests so humorously. He says: To manufacture the kind of book I mean, you first make some ridiculous though far from humorous drawings, such as any loving but inartistic parent makes on a slate when asked by his six-year-old offspring to draw a cat or a donkey or a house. One is always very proud of these efforts, but we should hardly think of reproducing them solemnly on thick paper, accompanied by the nonsense rhymes which we may have impromptued on the same artistic occasion. There are people, however, who think it worth while carefully to preserve this out of the nursery, and gravely reprint verses like this:

"I once knew a man with a shilling to spend,
Who went to a hatters with it,
And an hour or two later my poor foolish
friend
Was found in a horrible fit."

The silliness of Edward Lear's Nonsense rhymes has in it some cleverness; these inane imitations are meaningless to child and adult alike.

The lullabies of Eugene Field are each and every one adapted to nursery use. The baby is soothed by the melody that lies in the exquisite lines of this real poetry, while prattling voices soon learn to repeat the fantastic and fanciful expressions of quaint conceits and tender sentiment. The laureate of Lullaby-land is our own American poet, Eugene Field, and his artistic, tuneful verses are liked by all children and loved by many throughout Christendom.

From the nursery to the kindergarten is no great step. How it would rejoice the heart of Froebel to know of the quality and quantity of literature provided for the little readers of today. Among this wealth of books designed to supplement the work of the kindergarten, and written in harmony with its ideas, none are more helpful or enjoyable than Kate Douglas Wiggin's, the author having been a pioneer in kindergarten work, and richly equipped by nature and training to write almost ideal stories for the children whom she understands and loves so well. The bird's Christmas carol, The story of Patsy, Timothy's quest, and many of her shorter stories, are entertaining, well written, wholesome, and full of that buoyancy of thought and expression which characterizes all her writing and makes it so popular and profitable. The tendency of her imitators has been to overdo the pathos which she introduces with so skillful a hand and manages so admirably that it does not mar the general effect. Others, less successful, have filled the pages of their books with sadness, and have thus encouraged a morbid sentiment among little folks which is neither natural nor healthy.

The mother and kindergartner will testify to the helpfulness of Emilie Poulsson's works. The Child's world is especially worthy of notice as being along the right lines of thought and expression, and appealing to the child's point of view.

If, at this age, Mother Goose and Lear are back numbers, I hope they

are not yet outgrown; may the mantle of their melody fall upon the gifted Field or the graphic Stevenson, upon some master of his art, and not upon him who rushes into print and lacks not only fame but fitness. As I believe that kindergartners and primary teachers should be the best equipped and best paid of any of our teachers, if there is need for economy anywhere make it in the higher grades. So with literature for little folks, it must be of the best, and it is not beneath the dignity, though it may be beyond the capacity, of any writer to write something that shall be appreciated by childish critics. The child of the kindergarten age is usually not able to read, so that he absorbs his mental food through the medium of the mother's or teacher's voice. He remembers much that he hears, and repeats it often in the author's words, so it becomes important that he should hear good English and tuneful verse.

The covers of children's books should be attractive, the illustrations many and artistic, for young eyes search eagerly for pictures, and little minds are best reached by snap-shot impressions. Arouse the child's interest by the gay binding and he will investigate what lies within. Offer no allurements and he has no motive for examination.

From the kindergarten to the primary school, and the child holds the sesame to all literature. If in the nursery and the kindergarten he has grown accustomed to the matter and methods of masters of the pen, he is well equipped to enter that wider field of reading where his inclinations and studies may lead. In today's books we find ancient myths and fables, historic traditions and legends translated into clear but simple English by gifted writers, and illustrated by famous artists. Books about birds and beasts, about all the phenomena of nature, are written for very young readers by authorities on the respective subjects, and are made not only instructive but thoroughly entertaining. These will take the place of fairy tales for the

children whose mothers do not believe in imaginative literature; I do. Some of Andersen's fairy tales, for example, are most helpful in their teachings, most graceful in their execution. The child's imagination often needs stimulus, and this variety in his mental diet is oftentimes both agreeable and profitable.

Alice in Wonderland is largely enjoyed by children of a certain type, who read over and over again about the Cheshire cat, the White rabbit and the hatter, who was certainly as mad as the March hare. Certain eminent critics have lately condemned this book, but to my mind it holds high place as a children's classic, because of its fine diction, its originality, and its freedom from objectionable ideas. To the child who really likes Alice in Wonderland it will prove itself a friend; but it is one of those books for which a liking must be born, not made, and it should not be urged upon the small reader who prefers something of a different character. At the back of the north wind is a story of the Wonderland by George MacDonald, which is, I think, not so widely known as it ought to be. It abounds in pretty fancies, and is, of course, delightfully written.

Kingsley's Water babies is undoubtedly a classic, but to my knowledge is not a great favorite with the little folks—principally, I think, because its moral teachings are too much in evidence. Little folks, like big ones, prefer sugar-coated pills, indeed with two or three coats of sugar if the dose be a bitter one.

The average child of primary grade likes poetry, if it is musical, has some go in it, and is not too full of sentiment. James Whitcomb's Riley's poems are enjoyed by some children, but the Hoosier dialect in which many of them are written somewhat interferes with their popularity. Many of Longfellow's and Whittier's poems are enjoyed by children of this age, and indeed many another poet has won his way into those child hearts so receptive to a sym-

thetic touch. One of Eugene Field's poems is to me the ideal of what a short poem for children should be; it is sweet and simple, yet has in it a definite thought, an original conception, withal it is artistic in expression and tuneful in rhythm. To criticise it were impossible if certain long words did not mar a verse or two; despite this, it is a model of its kind. A true picture of the mother's daily duties and delights is revealed by Pittypat and Tippytoe.

Kenneth Grahame's beautiful books are a little above the comprehension of the average child, though occasionally one is found who enjoys their unusual style, their fanciful thought and characteristic expression. The same may be said of Mr Canton's fascinating *W. V.*, Her book, and its companion volumes. We elders find in them a key to the child's heart; but the little ones themselves need no such key, and so do not care to look for it. This suggests what I have found to be a truth, that many of the books written for children delight the grown-ups, while childish readers are bewildered by the sarcasm and suggestions which are beyond their mental powers and convey small meaning to their intelligence. Oliver Herford's Artful antics and his Primer are dear to the children of a larger growth, but their wit and wisdom are expressed in so subtle a manner that he who is somewhat new to the ways and words of humanity fails to grasp the true meaning. Such in prose is *Miss Belledonna*—a most readable book, abounding in humor and overflowing with good nature—yet not a real child's book in the truest sense of the phrase.

Perhaps this isn't the style of reading we should choose for our little folks, but if they enjoy it I believe it is far less harmful than a story like Editha's burglar, which I was sorry to find was listed as one of the five most popular books in a vote taken by the children who use a Massachusetts public library. If we are going to have imaginative literature let us have it pure and simple, and not in the form of a story of the present with characters so unreal as the

educated burglar or the infant phenomenon, whose prototypes we have never met, and I, for one, hope we never shall. There are plenty of happy, healthy, wholesome stories for children, where the characters are natural, the atmosphere normal. Such a book is *The five little Peppers*, written some time ago, and the more recent (in its translation) *Heidi*, by Joanna Spyri, a book which I heartily commend, and which is so admirable a picture of home life as it exists in Switzerland, and of humanity as it shows itself everywhere.

But while this supervision of children's reading should be insisted upon, it is occasionally wiser to allow a child to read a trashy volume, if it is not absolutely bad, than to prohibit it. Forbidden fruit is often sweetest, and to hedge a book about with keep-off signs frequently gives it undue importance, and is the origin of its popularity. Common sense is needed here as everywhere—there should be the broadest possible interpretation of all rules for right reading, and then their application should largely depend upon the personality, pursuits, and pleasure of the individual. Having divided this paper, like an old-fashioned sermon, into three heads, I must needs add a tail and say a few words about children's reading as it may be done and directed in this new library, so commodious and convenient. The opportunities are provided and it only remains for parents and teachers to guide the children to these doors which open so invitingly for them and within whose portals they may find so much to help them in their studies, to awaken their interest in the arts and sciences, to enable them to render more intelligent service for city, state, and country, for the broad interests of humanity and the world.

On this occasion, when we meet for the first time under this roof-tree, it seems specially fitting that the children's reading-room should bespeak our attention. We as a club are trying to make more effective the coöperation of parents and teachers in their efforts to help the child. May not the librari-

ans complete a triumvirate of influence which shall be of great service to the library, the school, and the home? The children's reading-room is the heart of our new library building, whose erection was made possible by the munificence of one who has so lately been called from earth. He needs no other memorial; these walls are an enduring reminder not only of generous giving but of that human thought which originated this treasure-house for books, this sanctuary for all who love them.

To spend a little time in our children's reading-room is a delightful cure for an attack of pessimism, and is an incentive to helpful interest in this department of our library. To describe the room is necessary. As Mr Squeers taught his pupils to spell "winders" by washing them, so we may learn from personal experience about the little folks' headquarters; but there are one or two practical suggestions which may properly be made at this time. This reading-room for children is a new feature of our Providence library, and we as a club and as individuals may help it to future and more extended usefulness. In the first place, all parents should be urged to visit the children's room; to see what books are on its shelves; to consult with the librarian as to the children's taste for reading; to discuss the wise selection of literature for the little folks of decided preferences. This will help teacher, librarian, child and parent, and will make the children's reading-room, as a permanent feature of our free library, successful in every sense of the word.

The second way in which we may help the children's room is to give to it as well as receive from its bounty. If we have large means we may endow it with a fund for buying additional books, for which there is always need. Smaller sums may be donated for books or pictures, and if time and thought alone are at our disposal we may gather from the magazines a collection of well-executed and pleasing pictures which will help to decorate the room, or illustrate some subject for the little reader. This is but

a hint of what we may do for the children's reading-room; but without an interest in, and an intelligent conception of its workings, all gifts lack highest inspiration and largest influence. Because much is given us, let us realize that much is required. The moment we begin to give of ourselves or our substance for a cause or an object, our interest in it is deepened, therefore let us not be passive recipients from the stores of the public library, but seek to enlarge its usefulness and augment its resources.

The third suggestion is that a proper attitude should be maintained toward the public library, as toward the city, state, and country. It should not be regarded or spoken of as Mr Foster's library, or the Providence library, but as our library. We hold it in trust and for it we are in a measure responsible. We must teach our children to care for this children's reading-room as their own. Where so much is lavished upon them they are apt to be careless and forget their responsibility, their privilege as custodians of the city's property. Teach the little folks to look upon the possessions of the city or state as sacred, to guard them as treasured belongings, then the system of free text-books and public libraries will work better than it now does, for it is the man or the mind which is always behind and beyond every method.

The child in our reading-room is allowed to come in personal contact with the books, to choose in a large degree his own reading, and he is thus being educated by the very atmosphere of a library devoted to his use and reserved for his possession. From this center shall radiate many a helpful influence, out of it shall grow many a right endeavor, and within its walls shall be cultivated that knowledge which is more than education, and whose acquirement will produce leaders in their day and generation—the strong bulwark of an enlightened community.

For the sake of one another, men exist. Teach them this or bear with them.

Primary Schoolroom Libraries

Mary L. Berkey

Dreams, books are each a world; and books
we know
Are a substantial world, both pure and good;
Round these with tendrils strong as flesh and
blood
Our pastime and our happiness will grow.
—Wordsworth.

A question which interests our school just now as much perhaps as any other is use of schoolroom libraries. No one denies the necessity of libraries, but the question of the best method for their use is far from being settled.

There are but few cities which have not worked out some methodical library system for their high schools, but there are few indeed which have made like provision for the lower grades. That this work cannot be started too early in the grades is shown by the following statistics: 50 per cent of all school children who enter school leave before the age of 11; 75 per cent have left at the age of 12.

While this estimate seems high to us, yet it is the average the country over, and reminds us impressively that the work should be commenced in the lowest grades, in order that the large body of pupils shall have formed a reading habit and shall possess a taste for good reading upon leaving school.

The aims in mind in choosing a primary school library are, first, to choose books to further the acquisition of useful knowledge; second, those books that will cultivate a correct literary taste, aims identical with those of any other library. In selecting books in accordance with these aims two classes of reading will be recognized, collateral reading and supplementary reading. Collateral reading is intended to cover the work in science, history, and geography. If rightly selected it will pave the way to a love for supplementary reading. In choosing books for collateral reading, the course of study and the text-books used must be considered. Each school system demands books for its particular needs, so that no special list would be applicable to all schools.

Supplementary reading is to cultivate the habit of reading, to acquire a knowledge of what to read, and a good method of reading. This class should contain the best literature the world affords, its mission in the school and the home being to enrich, refine, and beautify life. The child will grow to appreciate that reading only when given it in his early, susceptible years. Extended lists of this class of books might be furnished, but the essential thing is to have in this library books that will suit the need and taste of each individual child. If a child would enjoy reading he must read that toward which his love inclines; hence variety in lists is necessary. Many boys delight in thrilling deeds; they should have *The boy's King Arthur*, *Gustavus Adolphus*, *The Lady of the lake*, or *The stories of Persian wars*. Another tingle with the desire to understand electricity, and for him are such books as *Life and her children*, *Century of electricity*, or *Geology of a piece of chalk*, etc. For the young naturalist there are *Thoreau* and *Burroughs*. For the mind historically inclined we have histories of the American revolution, Germany, Rome, France, and hosts of others. Then we find children who love the beautiful rather than the practical, and who would starve on science; for them we have *The Cotter's Saturday night*, *Snow bound*, *Evangeline*, *Hiawatha*, and scores of others. To those of the latter class who are not old enough for such stories as suggested should be given the myth and the fairy tale.

Col. Parker says: Myths and fairy tales are the sure signs of the upturning of the hearts of the little ones to God. The proper function of fancy in intellectual life is spirituality.

It was Mary Burt who said, The highest office of reading is to open the eyes of the child to the development of the material world; that he may live away from his meaner self, that he may grow all-sided, that he may relish the homely side of life, and weave beauty into its poverty and ugly hardships, and that he may add to his own strength and

beauty the strength and wisdom of past ages.

It takes the greatest discrimination to understand the needs of the child heart. As the school door closes behind him the all-important question is not so much What does he know? as What does he love?

Ours is the responsibility of shaping his course in reading and molding his taste, and in doing so who knows but that we may be shaping his destiny here and hereafter.

Useful knowledge alone will no longer suffice: Children must have soul food as well as mind food. However small the schoolroom library, it cannot but prove an inspiration in all lines of work; like the yellow dandelion, once planted it grows and spreads.

In our training school, as in many public schools, valuable duplicate sets of classic literature are furnished, and these are used in the reading hour. These sets consist of Hiawatha, Evangeline, Irving's Sketch book, Story of the Greeks, Grandfather's chair, Hawthorne's Wonder book, and Tanglewood tales, besides many others. If pupils in these schools are hungry for library books to fill in the extra moments with in school, or to take home to read, let us give a moment's thought to the large per cent of small town schools where pupils read from September until June in one reader. It is for these schools most of all that we earnestly plead for the schoolroom library.

The schoolroom library should furnish books for home reading, and this reading should be skillfully and carefully directed by the teacher, otherwise some pupils will read too little, some too much. In home reading, gormandizing is almost, if not quite, as bad as starvation.

For the promotion of this work through the schools many plans have been successfully tried; we may do well to note a few of them.

In one of the best New England schools the principals select from the public library books suited to the class of children under their care. These

books are distributed through the grades, and the teacher loans them out to the pupils. When these are read others are given out in the same way, from six to ten sets of books being furnished during the year. Near the end of the year the pupils receive a set of questions, something like the following: What books have you read since last summer's vacation? Name two or three favorites among these, and tell why you like them? What friends did you make in any of these books? What attracted you to these friends? Did you find in your reading any people that you did not like? Why? What papers and magazines do you read regularly? About how much time each week do you think you spend upon your reading? These answers are examined and a sentence of comment written thereon to encourage the child. This is most helpful to the children, but more so is the hour that the librarian spends with the pupils. She talks to them in a body in their school hall about their reading lists and their answers to the questions. She comes in touch with the children in an informal way that she too may help in suggesting books to read. In her talk she comments upon the best papers handed in, thus stimulating and inspiring many a boy and girl.

A similar plan of distributing books from the public library through the public school buildings is successfully tried in some of the cities of our own state. Its advantages are many; it brings the books nearer the pupils and gives teacher and principals better opportunity to direct the reading. It will also be found that by having books given out in the schoolroom many pupils will begin reading who might never have gone to the public library. Such a plan, however, would seem best adapted to cities.

In some of the schools of Chicago pupils are expected to select and read 10 books each year under the guidance of a teacher. Reproductions and reviews are written upon at least five of them, which are criticised by the teacher and returned. Copies of many

are preserved and read as a class exercise.

In a town in Massachusetts a duplicate set of books is given out to pupils after an interesting talk upon the author and the character of his works. The pupils are given a stated time in which to read 100 pages or a definite number of chapters. The books are returned for an hour's discussion upon the part read. With the aid of a few questions the children tell the story, characters are discussed, and word pictures definitely given. In this way the whole book is read and discussed in parts. In closing the story the author's meaning is sought for in such a way as to make the pupils feel a personal friendship for the writer.

A great deal of good may be accomplished where the teacher reads the book to the pupils, or where pupils are called upon to read a chapter now and then.

At Elgin, Ill., through the influence of the Elgin woman's club, lists are provided for each room, prepared by the teachers and principals; pupils are requested to read all the list within a year. In their high school each pupil is required to read one book a month and report upon it as a part of his work in English. In grades four to eight inclusive, pupils are requested, but not required, to read as many as one book a month. It is their plan also to add 5 per cent to the year's standing in reading or language of those pupils who read the entire list given for the year's reading.

All of this is most excellent; it is a start in the right direction. It is the beginning of work that must extend to every school throughout our country. To me a more ideal plan, and one which has been tried and proven very successful, is to furnish each room with a permanent library of at least 50v. Having only a limited number of books the teacher can become acquainted with each volume, and is thus better able to direct its use. Such a library placed in each room will prove a training school of readers. When not in use these books

should be kept on shelves available to the children at all times. When a child has lived with these books for a year he possesses friends whom he will love to old age. As the pupils move from room to room, new pleasures are in store for them. Each year they find a set of books especially adapted to their need and pleasure. One word more upon selection of books. Books selected by teachers for children are not always most interesting to children. A perfectly safe plan is to leave the selection, not choice, with the children. When a new book appears, try one copy for a year. If it becomes a favorite with the children it is safe to give it a permanent place in the library.

We trust the day is not far distant when the school boards of our country will feel schoolroom libraries as great a necessity as are the roofs to their schoolhouses. Is it too much to assert that a well-selected small library may do more in proportion to its cost than a large popular library?

It is not possible that any general list of books will meet local demands. However carefully a list might be prepared it would be criticised for what it contained and for what it omitted. One must consider carefully the environment. In the N. E. A. report for 1899, in the report of committee on relations of public libraries to public schools, will be found several excellent lists. One from Dr Charles A. McMurry is of exceptional value. It contains lists of classic readings, books on science, books of geology and travel, and stories from history. When teachers are thoroughly aroused to the fact that the library can do more for the pupils than any public school can do, schoolroom libraries will come.

There are three classes of readers: some enjoy without judgment, while others judge without enjoyment, and more there are who judge while they enjoy and enjoy while they judge.—*Goethe.*

What the Normal School May Do to Provide for Library Work in Schools

Anne H. McNeil, librarian Milwaukee Normal school

That there should be instruction in library methods is becoming more evident each year. There are an increasing number of calls for teachers who are fitted to go out into the high schools of the state and organize the high school libraries, and the present haphazard manner of individual instruction to meet occasional needs is not sufficient.

The question has been asked by some, Why catalog the libraries? The teachers in charge know the books and can refer their pupils to needed material. The teachers may know all about the books, and possibly can answer any question asked them, but it is unwise to depend upon the memory of any one person however competent.

The school library is as much a part of the school's furnishing as all other necessary apparatus, and to make the best possible use of books there must be careful organization. A small number of books well organized, and in charge of a teacher trained to get from them all the information they contain, is of more value than a much larger number of books not properly used.

A dictionary catalog calls attention to many important articles which otherwise might be overlooked; it makes the resources of the library more available and saves a vast amount of the teachers' and pupils' time.

Our teachers can do nothing for a child which will be of more value to him in after life than to train him in such a manner that he will leave school with a knowledge of how to use books and a desire for good books. Children should be made so familiar with the use of the library that it will become an actual need to them in their future studies, and great pains should be taken to show them the use of catalogs, indexes, and all sorts of reference books. They will soon become familiar with

them and handle them as well as older students.

In order to so train the children, our teachers must first be trained, and there is no better opportunity for teaching the use of books than in a normal school.

The students are here given a chance to become familiar with books and libraries. Nearly all of the studies in the course are so taught as to require much reference work. Normal schools create an interest in good literature in their students through library reading. They also train their students to use much supplementary material in preparing their lesson plans in history, geography, and other studies, etc.

There are two special lines of work which I think it important to include in a course in library methods—the use of reference books and the organization of the school library.

The time for this work is so limited that both of these subjects cannot be treated thoroughly, and if one must be neglected I think it should be the first. I do not mean by this that I do not consider the course in reference books as valuable as the course in organization, but if the time is lacking for both special work in the latter is most needed.

The lectures given to the school as a whole deal entirely with points in the first topic, hence all get a little of the theory, and if they are so disposed, can work out problems which will fix this knowledge.

Then, too, as I before stated, nearly all studies in the normal school require more or less reference work, so that students necessarily will get a fair knowledge of the use of reference books before completing their course without special training.

The course in organization I have given in our school is a very limited one, but has enabled a number of those taking it to put the small libraries to which they have gone into a more usable form.

The mere listening to lectures on library subjects cannot be called train-

ing. What the students need is practical work to supplement the theory. A definite amount of work should be planned, and much drill should be given to aid in developing the principles and applying them to special problems set for the student to do.

This work should be carefully looked over and corrected, and continued drill given until it is plain that he has a clear understanding of the subject, and has reached a definite standard in his work.

The main points which we have touched upon are the mechanical preparation, accessioning, shelf listing, classification, and cataloging of the school library; the preparation and use of pictures; making of reading lists for special days and subjects; the history of the township library movement, and the use of the township and high school lists.

For a small library, the simplest forms sufficient for the easy identification of a book are all that is necessary; the students classify the books on the township list for practice in classification. We use the condensed accession sheet, and on the shelf list, author and title cards put only the most important points. I take up the main entry card first, and in class give the students all the forms of author cards which they will need in cataloging the books on the township and high school lists.

Following this, each student does individual work in the library, making the main entry cards for several books under each special form. When they have had sufficient practice in this we take up the title and general subject cards. The new element in the making of a general subject card is the choice of a subject.

The principal point in the choice of subject headings is the exact designation of the subject, and the absolutely consistent use of the same heading for the same subject with references from synonymous terms and related subjects.

The most valuable work, and that which takes the most drill, is the work of making subject analyticals. Here again they have had practice in choos-

ing general subjects, and this will aid them in the analytical work. The new point will be, which topics in a book are important enough to bring out? Only good judgment and long practice will make perfect in this work. I believe in close analytical work, and in a school library all subjects should be brought out which will be apt to be of value in any line of school work.

We follow the A. L. A. list of subject headings, and each student is advised to get a copy of this, as well as of all other simple aids, before doing practical work in their schools.

If time is given in the course for further work I should advocate giving a special course in reference books in connection with the above work, making a special study of each class of reference books and working out special problems.

The following is a short outline of the work which will be most valuable on reference books:

- 1 A short history of the book—how made, its binding and care. A visit to some bindery should be made while studying this topic.

- 2 Aids in the selection of books.

- 3 Encyclopedias, general and special characteristics: Time, scope, maps, illustrations, portraits, special features; strong and weak points, including whether strong in history, biography, geography, politics, sciences, fine arts.

- 4 Dictionaries: Scheme of criticism, spelling, pronunciation, definitions, special features. Compare differences as to quality and scope.

- 5 Handbooks of general information. Important thing to know of these is index.

- 6 Atlases and gazetteers: Important points—accuracy, scale, quantity and quality of matter, engraving.

- 7 Indexes to periodical literature.

- 8 Other indexes and theory of indexing.

- 9 Bibliographies.

- 10 Almanacs and other statistical manuals, as Statesman's yearbook.

Public Libraries

(MONTHLY)

Library Bureau	-	-	-	-	-	Publishers
M. E. AHERN	-	-	-	-	-	Editor
Subscription	-	-	-	-	-	\$1 a year
Five copies to one library	-	-	-	-	-	\$4 a year
Single number	-	-	-	-	-	20 cents

PUBLIC LIBRARIES does not appear in August or September, and 10 numbers constitute a volume.

THE trend of this month's discussions in PUBLIC LIBRARIES is on the relation between schools and libraries. It is to be hoped that this will increase the interest of both teachers and librarians in the subject. The executive committee of the Library section of the N. E. A. is at work on the program of the meeting at Detroit in July. Both teachers and librarians are requested to attend that meeting. There is much effort expended along this line, and it is questionable if all of it is wisely spent; but effort will tell after awhile, and better results will appear when the policy shall be more definitely shaped and less experimental work shall be done.

There is no part of the educational field where the value of the library is so little understood and appreciated as in the normal schools of the country, and in no place where so much effective work might be done with so large a return of widespread influence for good. The normal schools of the middle west are largely an exception to this, but beyond some of these there is a great lack of appreciation of what ought to be done by a library for the teachers going out to take charge of the schools of the country. We direct attention to Miss McNeil's paper on this subject on another page.

In reading the account of the recent meeting of the library association of Australasia, one is struck with the scholarly side of the program in comparison with the usually practical or technical side of an A. L. A. program, and by the interest taken in the success of the meeting by those outside of the regular line of librarianship. State

officials, college men, bibliophiles, and literary people seemed to take a deep and valuable interest in the work presented, and no doubt added much to the interest of the occasion by the part they took in the proceedings.

Why are there not more of such people interested in the intellectual progress of libraries in America? Men of money are continually giving of their substance to the material property of libraries, but it is not common to find men of large intellectual or literary force, outside of professional librarians, interested in the library movement. It is usually those who have felt the need of books themselves at some time in their career who are most strenuous in their efforts to spread the advantages of public libraries before the general public.

The librarians have not done their whole duty to the communities which they serve until they interest the men of fine attainments in the progress of the library. Library associations, and particularly the A. L. A., need more scholars, educators, literary people and book lovers as such, among their membership.

It cannot be expected that these people will take sufficient interest in technical or administrative work to join forces with associations where such matters occupy nearly all the time and effort. Is it not time that more consideration should be shown to the scholarly side, the literary, the artistic side of books, that more men of the kind of Mr. Iles, not to be personal, may be led to help forward the movement?

WE are in receipt of a history of the public library movement, particularly in Denmark and the Scandinavian countries, prepared by Dr. Andreas S. Steenberg. It is interesting to note that the traveling library idea in its highest form is taking hold in Denmark. The library center is in the town or village, and the surrounding country has the privilege of using the books by means of traveling libraries sent out to the different stations, not as a philanthropic

idea, but because they have a right to the books. Dr Steenberg has long been the moving spirit in library matters in northern Europe, and was selected to present the subject, Libraries in northern Europe, at the International conference of 1897, when the American librarians present had the pleasure of meeting him.

WE take the following from a type-written periodical, 'which the assistant superintendent of circulation in one of the large libraries of the country prepares and circulates among the library staff. It is food for thought for library workers everywhere:

The library issued nearly 2,000,000 v. last year; 28 per cent of this circulation is classed as juvenile. Ten years from now the readers of this literature will be citizens, voters, taxpayers (perhaps), legislators (maybe). There must be 10,000 of them. Will their influence be felt in the community? Unquestionably it will. How will it tend—for good or for evil? Have the books issued from the public library anything to do with this future influence? Can the public library, as an institution, be a greater power for good than it is? Do the library assistants have equal responsibilities with the school-teachers? Are you thinking about these things? Do you realize that you are handling books? Do you appreciate the fact that, in a way, you are helping human souls to grow? Can you see when the boy is open to a suggestion as to his reading? Are you ready to offer it then and there—not in a 30-minute sermon, but in a 10-second sentence? You know, of course, that books are defaced by scribbling, but have you ever given thought to what is scribbled? Who did it? Why? Was there a purpose in it? May conclusions be drawn? Have you noticed the increased demand for Henty books? Is there any satisfaction to you in this? Do you know if Henty books are considered superior to Alger or Optic books? Have you any personal opinion in the matter? Have you ever read any work on juvenile literature? You work in the largest circulating library in the world. You have been there several months or years. You have waited upon thousands of people. Have you learned anything? You certainly have not grown wealthy on your salary. Are you richer in any other way? Can you write a thesis on such topics as: Books read by young —; Old favorites now neglected; A study of library book-borrowers; or, perhaps, A short sketch of our library? Can you write out a score of books you would recommend for a young child? Can you make up a list of good, wholesome, live stories for girls? Do you ever think of new ideas or better schemes for the library service?

If called upon, could you put your suggestions down in black and white? Are you awake? Do you belong to the dying century or to the new one?

A SET of 100 book notes, printed on $7\frac{1}{2} \times 12\frac{1}{2}$ c. m. cards, has been received from the New York State library school. They include books on a variety of subjects, e. g., Elizabeth and her German garden, Imperial democracy, Memoirs of a revolutionist, Paola and Francesca. Scarcely one of the books would fail to be found in the average public library. The notes are written by students and edited by Mrs Fairchild. They are a little different from any book notes that have come within our observation. They are not severely critical, and do not read as if penned by specialists, neither do we recognize the commercial flavor of the publisher's note, or the familiar phrases of the professional book reviewer. The claim is made that they are written from the standpoint of the average reader in the public library, and that they will be of practical service in helping him to decide whether a certain book will suit him or not. The following is a sample note:

Coulter, John Merle: Plant relations; a first book of botany. 264 p. il. D. N. Y., 1899. (Twentieth century text-books.) Appleton, net \$1.10.

Discusses the new and interesting conception of plant societies, i. e., groups of plants living together under similar conditions. Clear and simple in style and beautifully illustrated, it is a book of unusual attractiveness and value.

The plan is to put the note in the catalog and also (which is more important if there is access to the shelves) in the book itself, tipping it opposite the front cover. We are not prepared to say whether this claim of practical usefulness is justified or not. We are, however, told that these notes are being used in a few libraries, among others the Cleveland public library and branches, and that the readers express pleasure in using them.

There are a few extra sets of the notes, which may be obtained at 34 cents, including postage, by addressing Mrs S. C. Fairchild, State library, Albany, or PUBLIC LIBRARIES, 215 Madison st., Chicago.

The Relation of Library and School

W. H. Brett, librarian, Cleveland, Ohio

The relation of the school to the library has long been recognized, but it has until very recently been a passive connection rather than an active coöperation. The library has always been recognized in higher education as a part of the equipment of the college. We all remember how the library of the Rev. John Harvard formed an important part of the endowment of that great university, and how a little group of Connecticut ministers, bringing each a few books from his own library, founded what is now Yale university; and from that time until the present the library has formed a part of the college equipment, but has never until recently filled the place in college work which it should. I have had in my own observation typical instances of the college library of the past, of the present, and a glimpse of the library of the future. The dingy rooms with their 2000v., largely theological, open once a week, of the Northern Ohio college, which I remember 30 years ago, fairly represented the old college library. The same college now has a beautiful building, a greatly enlarged collection, and is operated by modern liberal methods, but the library is not yet recognized as a member of the faculty, and the beginning is now only being made of instruction in bibliography. This represents fairly the average college library of the present. On the beautiful plateau of Morningside Heights, which many of you will recall as I mention it, overlooking the beautiful river with its white sails and bustling steamers on the one hand, and on the other that human hive with the teeming screech of the great city, stands the library of Columbia university, with all the other buildings of the university grouped about. It stands lofty and serene, quiet above the bustle of the city, at once a tribute of filial love, a storehouse of the intellectual riches of the ages, a temple of learning, the workshop of the earnest student, and the very center and heart of

the great university. I see in this the promise of what the library will be to the college of the future, and no less do I see in it what the public library will be to the civic life of our great cities. Over this presides one who resigned the presidency of a large state university to accept the position of librarian, not the only instance of one who has resigned the presidency of a university to accept a promotion which offered a larger field and freedom.

The public library and the public schools have never attempted coöperation until the last twenty years. Earlier than that school libraries had been established, so-called, which had little direct effect on the schools. Ohio expended \$300,000 between 1853 and 1855 in establishing school libraries, some of which have formed the nuclei of public libraries established later, but most of them have disappeared. Michigan carried out the same plan more successfully, and still has it in operation. The practical question, however, is to make the libraries which we have of use to the schools, and much has been done in recent years in various ways to bring this about. Special cards have been issued to teachers, giving them the use of a larger number of books. Collections of 40 and 50v. have been issued to teachers for the use of their pupils, forming practically branch libraries for the group of families represented in the school. Small libraries regularly organized, with a librarian in charge, have been placed in school buildings, more frequently in high schools than elsewhere. Branches established in the neighborhood of school buildings have been made use of.

The interesting question to us is whether the work of the library is of such special benefit to the school that it is worth while to do this. The work of the library parallels that of the school in its purposes. As to the subject-matter of her instruction, the teacher intends to give the pupil not merely facts, or even valuable facts, but the particular truths which may be of most value to them. The aim of the li-

brary is to issue not merely books, nor even good books, but to fit the book to the needs of the reader as nearly as may be. The main interest of the teacher, however, is not the mere facts given her pupil, but rather in the discipline which enables the pupil to study, to reason, to investigate; so too the aim of the librarian is to teach the younger people who use the library to investigate and use the library independently, to teach them the use of catalogs, bibliographies, and all other helps to independent investigation. What does the library do directly for the pupil? First, for those who have meager surroundings at home and no opportunity for books or culture it brings this element into their lives, brightening them and enriching them. Second, it broadens and enriches the course of study in school by collateral reading and illustration. See, for instance, how useful it may be in teaching patriotism, and by patriotism I mean much more than the blare of the bugle, the sheen of the uniform, the gleam of the bayonet, or the rumble of the drum. I mean rather the patriotism of peace, the patriotism which leads one to pay one's taxes without cheating; to spend one's time in the public service; to make quiet, peaceful homes where children may have their natural rights; in short, I mean the patriotism of those heroes of peace who make that quiet corner of the world in which their lot may be cast the better for their being in it. I do not undervalue the patriotism of the soldier. The man who lays his life upon the altar of his country makes the supreme sacrifice, and we honor him for it; but to only a few can this privilege come, and to all come the patriotic duties of peace.

Again, the library brings within reach of the school that which we call culture, the benefit of associating with the great of all time. I remember hearing a colored boy who was just learning Greek, who said: If we could only get Homer and Cromwell and Thomas Carlyle together, what a confab we would have. We recognize as the principal work of the school the preparation for the work

of life. That work lies in two fields, that of actual investigation and observation and labor—the observatory, the laboratory, the workshop. The other great field is in the world of books. No less important to success is it that one should learn to use these, that they should know and use what others have learned. If they would use the library well in after life they should learn to use it when they are in school. No phase of school work seems better worthy of attention, or seems to offer more promise of rich results.

Transfer of Books in the Same Family

Editor PUBLIC LIBRARIES:

I have been having several discussions on the question of transferring books from one card to another, and so far am undecided as to the right course in the matter, even though we pursue that method here. Of course there are selfish people in all localities who will avail themselves of the privilege in order to hang on to a popular book, passing it from one card to another in the family. Each member of a family is a member of the public, and I cannot quite see why I don't discriminate against one member of the public in favor of another member, if I refuse one person's card because someone else has brought it for him, and immediately let the book wanted go on the very next card presented. I should be very grateful to get some idea of the pros and cons on this question, or the preponderance of opinion from librarians of experience, through the columns of PUBLIC LIBRARIES.

LIBRARIAN.

[PUBLIC LIBRARIES will be glad to give space to answers on this question.]

The following plan is adopted in one library: Anybody wishing a popular book can leave his name at the library, with a penny for postal card, and when the book comes in he will be notified, and the book will be held for said person the following day. If the book is not called for within that time, the next person on the list will receive notice.

The Library and the School

O. F. Barbour, School principal, Rockford, Ill.

There is a period in the mental growth of the child, a period when the symbolisms of language have become somewhat familiar to him that he wants to see what skill he has in their use, and he wants to read nearly every book that comes that he can get, that he may see what new ideas there are for him hidden away within its mysterious pages. At this stage of development of the child's life he will have something to read. This desire is as imperative as is that for food for the rapidly growing body, and it must be supplied or the mental faculties will be dwarfed and enfeebled. This want of the child mind should be provided for by furnishing a large number of good books on a variety of subjects; if it is not, the child will find the means of supplying it, and the chances are largely in favor of his getting matter of the poorest kind, the reading of which will exert a harmful influence on the mind, and vitiate the taste for good literature.

The question of how to meet this need along educational lines, and to secure and maintain the interest of the child in good books, is occupying the earnest attention of many of our best book writers and most enterprising publishers. Among the many agencies that enter into the new education there is no more potent factor than books, and these come to most children almost entirely through our public libraries. Until recently the public library has been a passive agent in our educational life. It has failed to reach the child at the proper period of his mental growth through its ordinary channels of work; it is too formal, too distant, pitched on too high a plane for the child. Only a few public libraries have a children's department, a room into which the child can go and find reading matter that will interest him. Now it is changing front; it holds out to the child in attractive form a fairy story, a nature story, a biography, or a history written in language that he can comprehend and

enjoy. The child can best be met by placing suitable books nearer to his home life. And what stands closer to the home than the public school. Here, next to those in his own family, he comes in contact with the one, the teacher, most interested in him, most ready to assist in the choice of books and to direct in the proper reading of them, and most ready to labor for his systematic development. It is here he learns to read, and it should be here that he finds an abundant supply of the best books with which to gratify his desire for reading. It will be a great incentive to the child just entering school to realize that as soon as he is able to read, a well-selected library of books suited to his needs invites him to its pages rich in story, in picture, and in poetry. Several public libraries have already entered into this closer relation with the child life by sending books in bulk to the school building, or by furnishing book cases filled with books suitable for the particular grades for which they are designed, moving these libraries at stated intervals to other schools of the same grade, forming traveling libraries in the schools.

The Bloomington public library has a children's department into which children can go under proper supervision and read the books therein; the child can hunt up the information desired in his school work, thus making books his valuable servants.

The Elgin library has prepared lists of books for the several grades of the schools; these lists are posted up in the schoolrooms, and the children are given credit for the intelligent reading of a certain number on the list.

The Belleville library has prepared a list of about 2000 books classified by grades, printed on cards, and posted up in the library for ready reference. On the approach of special days, as Lincoln's birthday, Memorial day, etc., all the books upon the special subjects are placed upon a table for inspection or selection by the children.

The Rock Island library has placed

books in the schools either for the school or the home use of the pupils.

The Moline library has a juvenile department in a room by itself; here children may go to read, or to be read to.

The Oak Park library has a children's room in which the library has an assistant whose special duty it is to interest and assist the children that visit it. The library also sends books to some of the schools remote from the library building. The library makes a specialty of sending pictures to the schools for the purpose of illustrating many of the subjects taught.

The Rockford library has placed a large number of graded traveling libraries, put up in neat cases, into the schools for the pupils' school and home reading. These libraries are changed three or four times a year, thereby giving the pupils a large number of books on a great variety of subjects. They are publishing a classified catalog of about 1000v. suitable for children's reading.

Recent reports from the teachers in the rooms where these libraries have been placed show very gratifying results, both on the part of the pupil and also on the part of the older members of the family in the home.

One boy said to his teacher that these libraries were better than a curfew law for him, for he had not been down-town an evening since the library was put into his room.

This feature of public library work, though comparatively a new one, is a rapidly growing one. It is being discussed in many of the meetings of educators and librarians.

The field is full of promise for the future. The work could be facilitated greatly if our state was provided with a state library commission. It is very much to be hoped that a bill creating such a commission will be passed by the legislature of the state.

Illinois is not keeping step with her adjoining sister states in some of her educational matters. Her lawmakers need to have this subject brought more forcibly to their attention. A campaign of education should be begun

soon, so that the members of the legislature may be thoroughly posted as to the necessity of such a commission; and being thus informed, I believe they will pass the necessary legislation for it.

I have recently secured some statistics from many of the public libraries of Illinois, some of which may be of interest to the reader.

In the 20 cities having a population of 10,000 and over there are 469,371v., with an annual circulation of 2,279,825v., maintained at an annual cost of \$302,119. Less than one-half of these libraries are in rented buildings.

In the cities having between 5000 and 10,000 population there are 55,596v., with an annual circulation of 205,837v., maintained at an expense of \$12,213 annually. Only one of the libraries in this class is in a rented building.

In the cities having less than 5000 population the public libraries contain 45,879v., with an annual circulation of 112,044v. The annual expense cannot be stated correctly because several of them are supported by fees, dues, and gifts in whole or in part. Less than one-half of the libraries in this class are in rented buildings.

It is gratifying to note that considerably more than one-half of the public libraries reported are housed in buildings of their own or in city buildings, thereby saving annually a large sum of money for books.

Far be it from me to say that the columns of the Daily Something or Other may not be the pillars upon which rests the superstructure of the temple of learning and taste, but it may well be questioned whether bad art of any kind—I do not mean bad morally, but bad artistically—does not far more vitiate than elevate the public taste. If it be urged that newspapers are literary to some extent, is not the literature swamped by the journalistic and how shall the combination profit any man?—*L. Stanley Jast, in Library Association Record.*

Best Reading for the Young

Gertrude E. Upton, Washington, D. C.

The question of the best reading for young people has never received so much attention from parents, librarians, and teachers as at present. Parents especially are awakening to the fact that what their children read and absorb into their minds is just as essential to their growth and development as their food and daily exercise. The actions of our lives are the results of thought impulses, and what more potent factor is there in influencing our lives than our reading? If this be true of humanity in general, how much more is it true of children, whose immature and plastic minds are more sensitive to every new impression, more eager to absorb, and consequently more easily influenced by the books they read. So to make a child's mind healthy feed it on wholesome books; books that are not sensationally exciting, whose morality is unquestionable; books of clean language, that teach something, and have a purpose other than bringing money to the writer. The market is flooded with good literature, so there can be no excuse for giving a child inferior books to read on the ground that there are few others so interesting or exciting. Is not Victor Hugo's *Les Misérables* exciting enough for any child? and it is one of the world's masterpieces. The works of Cooper, Thackeray, Charles Dickens, and George Eliot are good and entertaining. Give the boy or girl these instead of the novels of the Duchess, Mary J. Holmes, Oliver Optic, Mrs. Southworth, or the Elsie books. Whittier says of himself that as a child he had access to few books, but those few belonged to choice literature. These he read and reread, and their beauty and loftiness of thought inspired him, until he became a genius in the realm of poetry. Macaulay, we are told, at the age of eight, memorized Scott's *Marmion* and *Lay of the last minstrel*, and composed several poems in imitation of them. The youthful Coleridge read eagerly Pope's *Iliad*, and Pope

himself, when only eight years of age, devoured Spenser's *Fairy queen*, and read translations from the Greek and Latin poets. But all children are not such infant prodigies. The average child has little judgment in his choice of books, and anything that attracts him by its title or illustrations he will read. It is the duty of parents to see that their children read only good, clean stories, if they wish them to grow into pure-minded men and women. There is one class of children especially whose taste for wholesome reading needs to be cultivated, namely, the children of uneducated parents. Since they have no one at home to direct them, it falls to the teacher to foster in them a liking for good books. This can be done by reading aloud each day some pretty story or poem that will make an impression on the child's mind, and give him food for thought. If persisted in there is little doubt but that any child will soon become eager to read for himself, and the teacher should advise him as to what he should read, and, if possible, put him in the way of procuring the books. This care and labor on the part of the teacher will be rewarded, if the child grows to be an honest, educated citizen.

Now a word as to what children eight years or over should read. To every child the fairy world is a source of never-ending delight and mystery. He who has never been led into the realm of fairies, who has never read such stories as Hawthorne's *Wonder book* and *Tanglewood tales*, Bullfinch's *Age of fable* and *Age of chivalry*, or Charles Kingsley's *Greek heroes*, can be said to have lost the best part of his childhood. There is something wrong with the boy or girl who cares not for *Arabian nights* or Andersen's fairy tales. Eugene Field, that great lover of childhood, says that all children should believe in ghosts and fairies, and he himself believed in them. Whether young folks should give credence to them or not is to be questioned, but it is true that the symbolism of fairy tales, as well as their loftiness of thought and idea, are inspir-

ing to the minds of the young, and tend to keep them pure and innocent.

Boys are fond of books of travel and adventure. Who has not seen a lad poring over one of Cooper's tales of Indians and sea fights? The "Henty" books are popular but of little real value. The library of travel for juveniles should contain at least Knox's Boy traveler series in South America and Africa; Hezekiah Butterworth's Zigzag journeys in Europe and in classic lands; Mark Twain's Innocents abroad; Nansen's Farthest north; Charles Dana's Two years before the mast; Bayard Taylor's Views afoot, and Stanley's In darkest Africa. Jane Andrews' Seven little sisters, and Helen Hunt Jackson's Bits of travel for young folks, are particularly interesting for little girls.

It is encouraging to know that the study of history is becoming more and more recognized in the education of children, and in this the historical novel or story plays no small part. The fact that it is history lends a charm to the story, which it would not otherwise have had; and the dry details of history are clothed in the fascinating garments of romance. Foremost among the historical novels are those of Sir Walter Scott. They treat mainly of Scottish and English life in the days of chivalry and the Crusades. Bulwer Lytton's Last days of Pompeii and Rienzi are noteworthy examples of the early life of the Romans. The Egyptian princess and Urada of George Ebers, and Lew Wallace's Ben Hur recount life in the East, the latter dealing with the life of Christ, and containing a description of a famous chariot race which will stir any boy or girl who reads it. Charlotte Yonge's works are filled with scenes and incidents in the early history of England and France, relating deeds of chivalry so liked by the young. Thackeray's Henry Esmond, or life in England in the time of Queen Anne, can be read with ever-increasing interest. For a description of the horrors of the French revolution there is no better story than Charles Dickens' Tale of two cities. Charles Kingsley's Westward ho! brings

out vividly the days of the Armada and the Spanish inquisition. For our own country there are so many excellent stories that it is difficult to recommend any in particular. Washington Irving's Knickerbocker history of New York, and Cooper's tales of the revolution and Indian wars, and the War of 1812, are the best works in the early history of our country. Edward Eggleston's Big brother and Signal boys are both good authorities on the War of 1812. One must not forget Hugh Wynne, by Dr S. Wier Mitchell, a new novel, dealing with the days of the revolution, and whose scene is in the quiet Quaker city of Philadelphia. Thomas Nelson Page has vividly described life in the south in the days of the Civil war, of which Two little confederates is one of the best examples. Gilbert Parker has chosen Canada for the scene of his works, and anyone would be repaid for reading any of his stories.

As to histories of fact for juveniles, Eggleston's Strange stories from history, Thomas Knox's Decisive battles, since Waterloo, and Gilman's Historic ages, are recommended for general reading. Charlotte Yonge's Young folks' histories of Greece and Rome are attractive, and adapted to almost any child. Dickens' Child's history of England, and Greene's Short history of the English people deserve mention. For the history of France Thiers' is the best. In United States history Charles Carleton Coffin's Boys of '76, Boys of '61, and Story of liberty, should be familiar to every boy and girl. Edward Eggleston, Hezekiah Butterworth, Horace Scudder, and John Fiske have all written good histories of the United States for young people, while the works of Noah Brooks should form part of all libraries for juveniles.

Science is now recognized as an important factor in the education of children. Formerly books on that subject were written only for adults and older students; but now the book market is constantly receiving additions of new, fascinating works, revealing to the young mind the mysteries of the land

of science. For very little folks Jane Andrews' *Seven little sisters*, *Stories Mother Nature told her children*, and *Plants and their children*, by Mrs William Starr Dana, are worthy of mention. Other works of science for the young mind are: John Burrough's *Wake Robin* and *Locusts and wild honey*, Sir Robert Ball's *Starland*, Hooker's works on chemistry and natural history, Charles Kingsley's *Madam How and Lady Why*, and Mrs Arabella Buckley's *Fairyland of science*, which is a series of lectures on common phenomena adapted to the most youthful reader. Older boys and girls will be interested in Grant Allen's *Story of the plants*, John Lubbock's *Flowers, fruit, and leaves*, and *Ants, bees, and wasps*. For geology there is Dana's *Geological story* briefly told, and Louis Agassiz's *Geological sketches*, which are both bright and contain much valuable information. John Tyndall is a standard authority on physics, and for those boys and girls interested in elementary electricity there is Barnard's *First steps in electricity*. Brewster's *First book of chemistry*, and B. W. Tyler's *Entertainments in chemistry* are popular and easily understood.

Now as to biography—another name for history, for the history of a nation is made up mainly of the lives of its men and women. Good biographies for juveniles are so plentiful that only a few of the most important can be given. No library of biography would be complete without Franklin's autobiography, which is a landmark for each successive generation. Brooks' *Historic boys' and girls' series*, and Bolton's *Famous men of science*, and *Boys and girls who became famous*, are among the best of collective biography. The *American statesmen*, and the *American and English men of letters series* are advised for older readers. For individual biography there is Irving's *Life of Washington*, and also his *Life of Columbus*; Robert Southey's *Nelson*, Lockhart's *Scott*, Forster's *Dickens*, Thomas Hughes' *Alfred the Great*, and Ednah Cheney's *Life of Miss Alcott*. Macaulay and Carlyle have written de-

lightful biographical essays which can be appreciated by any intelligent young person.

Poetry, the art of idealizing, should be cultivated in every child. It is the beautiful side of literature, and there is no one so depraved who cannot be inspired and bettered by the beauties of poetic language and thought. Eugene Field's poems are peculiarly suited to little children. He possessed a great insight into childish nature, and made himself as a child when writing his poems. What child has never been touched by Longfellow's *Wreck of the Hesperus*, or Wordsworth's *Lucy Gray*? Browning's *How we brought the good news from Ghent to Aix*, and *Pied Piper of Hamelin* should be familiar to every boy and girl. The poems of Longfellow, Tennyson, Bryant, Scott, Wordsworth, and Whittier are necessary to the education of every young person who claims any degree of culture. For the ballad lover, what could be more delightful than the songs of Burns, that great Scotch singer. Translations of the *Iliad* and the *Odyssey* are well adapted for older students, as well as Chaucer and Spenser.

Fiction is more widely read and does more harm than any other class of books. It is hard to understand why young folks devour one dime novel after another when there are multitudes of good works which are just as interesting. It is believed that many cases of crime have been caused by sensational and pernicious reading. However that may be, the reading of trashy books has never produced beneficial results. But all exciting books are not trash. Take, for example, *The Count of Monte Cristo*, it is intensely exciting and thrilling, but, like *Les Misérables*, is the work of a genius.

For young girls the stories of Miss Alcott and Susan Coolidge, and for very young children the works of Sophie May, are recommended.

The tales of Robert Louis Stevenson, as *Treasure island* and *Kidnapped*, Kipling's *Jungle books*, and Mark Twain's *Tom Sawyer* and *Huckleberry Finn*, are

especially suited to boys. Dickens, Thackeray, and Scott have been previously mentioned. Their works are the standard of good, wholesome fiction, and should be in every library. George Eliot's *Adam Bede* and *Mill on the Floss* are adapted to older children, as is also Kingsley's *Hypatia*; but *Waterbabies*, by the latter, is written for very little folks. Lewis Carroll's *Alice in Wonderland* and *Through the looking-glass* must not be omitted, for the child who has never read these stories of nonsense has missed a great deal. Uncle Tom's cabin and Robinson Crusoe are old but ever new and fascinating books, and altogether there seems to be no limit to the supply of good fiction.

Young folks in their teens can appreciate the essays of Lamb, Macaulay, and even some of Bacon's and Carlyle's. Heroes and hero worship of the latter, and Ruskin's *Sesame and lilies* and *Ethics of the dust* can be readily understood by boys and girls of quick, comprehensive minds.

For authorities on civil government there is the work of John Fiske and Brice's *American commonwealth*. J. Macy's *Our government*, W. M. Giffin's *Civics for young Americans*, and Andrew's *Manual of the constitution*, also deserve mention.

Lastly may be mentioned two writers whose works should be familiar to every person—Shakespeare and Milton. They are two of the greatest poets who have ever lived and written, and their fame is world-wide. Even children are fascinated by Lamb's *Tales from Shakespeare*, and Milton's *L'Allegro* and *Il Penseroso* can be read with profit by almost any intelligent boy or girl.

Space forbids a further enumeration. It only remains to make a wise choice in the beginning, for once started on the right road the average young person can choose for himself and become his own educator.

Come with these God annointed kings
Be thou companion here,
And in the mighty realm of mind
Thou shalt go forth a peer —*Botta*.

Institute of Normal School Librarians

In December the seven normal schools of Wisconsin held an institute at Oshkosh. The librarians of these different schools held a meeting at the time and discussed methods and means of making their libraries effective. The work of the Library institute was in charge of Lizzie P. Swan, librarian of the Cedar Falls school. A list of questions covering every phase of the work was compiled by all the librarians, and answered by each. This gave a splendid basis for the discussions and work of the institute.

The different subjects were treated as follows:

1 Scope of librarian's work in the normal school. Lizzie P. Swan, White-water.

2 What assistance can the librarian give to heads of departments to facilitate use of reference library by students in the special work of each department? Ella G. Parmelee, Oshkosh.

3 What work can librarians do in assisting students to use the reference library economically and intelligently? Bee A. Gardner, Platteville.

4 Should the librarian instruct students in library methods? If so, for what purpose and to what extent? Anne H. McNeil, Milwaukee.

5. To what extent and in what way can printed lists of books and references be made most valuable, not only in individual schools, but by a system of exchange in all the schools? Caroline Silliman, River Falls.

6 Methods of utilizing periodical literature to the best advantage. Mary F. Carpenter, Superior.

7 Preparation and uses of pictures. Elizabeth F. Simpson, Stevens Point.

8 Reports of individual methods of work.

9 Examination and explanation of material useful in illustrating the methods in vogue in each library.

The librarians as well as the other members of the different sections were asked to agree, if possible, upon the pur-

pose and scope of their work; to arrive at conclusions and adopt whatever resolutions seemed fitting to the occasion. Their report was as follows:

Librarians' report

The seven Wisconsin normal school librarians agree concerning the following:

a) Purpose

1 To give to every person connected with the institution such judicious aid as will tend toward his advancement.

2 To help fit the student of the normal department for his work in Wisconsin schools.

b) Scope

For the individual we may do three distinct things:

1 We may give direct help by putting into the hand of the inquirer the material he needs.

2 We may teach him how to know for himself what book he wants, how to find it easily and quickly, how to get at once the right page, and how to see at a glance the very lines wanted.

We may assist in fixing those habits and in cultivating those tastes that will insure growth in culture, in ability, and in usefulness.

For the coming teacher we may do two distinct things:

1 Help him to foster a professional spirit.

2 Train him for utilizing his school and other libraries, that he may lead his pupils to use and to enjoy good books.

c) Conclusions

1 A spirit of cordial coöperation and mutual helpfulness should exist between teachers and librarian, inasmuch as such united effort alone can make the library of the greatest possible good to all connected with the school.

2 The methods of cataloging and of classifying in a normal school library differ from those employed in a general library, owing to the necessarily one-sided growth of a library strongly pedagogical, and to the special demands made upon it; so it must be somewhat adapted to the general outline of work done in the classes.

3 Under present conditions we can so assist the future teachers of the state that they may appreciate the value of a library, be familiar with the best reference books and periodicals, and know how to use school libraries to some advantage.

4 As periodical literature is of great value in reference work, a large number of judiciously selected periodicals should be secured for this purpose. As many as possible should be kept in some permanent form. Students should be taught to use indexes to this literature.

Two resolutions were adopted.

Resolution I

1 Believing that the various reference lists and syllabi which have been compiled by the teachers or librarian of any one of the normal schools would be of material benefit to librarian, teachers, and students of each of the sister schools, we most earnestly recommend that a strong effort be made to secure all such lists and syllabi that they may be printed and distributed among the schools.

2 Believing that through coöperation greater results are always reached, we further recommend that each librarian making out brief reference sheets or reading lists sends copies of them to other schools.

Resolution II

As a course in library methods is necessary to the complete equipment of the trained teacher, and as the present course of study allows the librarian no time in which to give that instruction, therefore we earnestly request that such instruction be made a part of the school course, and a requirement for graduation.

L. P. SWAN, Leader.

Given in at Oshkosh, Wis., Dec. 21, 1900.

One of the librarians writes of the meeting:

We certainly had a very profitable and amicable meeting, and learned that much excellent work is being done in each of the seven libraries. We all received hints that will lead to improvements in our work I am sure.

Library Work for Children

Harriette L. McCrory, librarian Free public library, Cedar Rapids, Iowa

After trying many experiments to make the use of the library less puzzling to children the following course, which was planned for the sixth grade, has proved most successful. It can be simplified or made more difficult to suit the age of the children. The first lessons teach the use of a book; from this we go to books in the library, then to the use of the catalog and other aids to study. We have given the course both in the schoolroom and in the library, and find the latter more satisfactory.

Each child has a notebook, which he is taught to use properly, writing down all the chief points of each lesson. An outline might be written on the blackboard; then the children can reproduce the lesson afterward; this saves much time and confusion. The last fifteen minutes of each lesson are devoted to making a book. For this the children are supplied with eight sheets of paper 8x5½ inches, pencils, rulers, heavy paper for covers, pens, ink, water-colors, brushes. (Instead of eight sheets, four may be used 8x11 inches.)

In preparation for their work on their books, the English teacher will have the children write a short story or essay, this to be ready for the fourth lesson.

The art teacher will assist the children in the designs for the title-page and cover, also for a few illuminated letters.

Lesson I

A Book

Explain the parts of a book:
Covers. Sheets. Title-page. Dedication. Table of contents. List of illustrations. Preface or introduction. Story, etc. Appendix. Index.

Special attention should be called to the table of contents and index. Give sample problems to explain the use of each.

Bookwork

Fold the sheets.

Put together in sections (two sheets each). Better, one sheet folded into four pages. Folding sticks are needed.

Supplies

A library book for each child.
Folding sticks or rules may be used.

Lesson II

Printing

Tell the story of printing.
Read Friar Jerome's beautiful book by Aldrich.

- 1 Work in the monasteries by scribes.
- 2 Gutenberg and the early printers.
- 3 Modern printers and printing.
- 4 Paper making.

Bookwork

Sew the sections on cords—this can be done without frames.

Supplies

Parchment. An illuminated manuscript. Old and modern books. Type, line of type, composing stick, rule, spaces, leads, etc., to explain modern printing.

Lesson III

Binding

Tell the story of binding, early and modern. Machine and hand work.
Describe the process of binding a book; illustrate with unfinished books.

Bookwork

Rule red ink borders if they are to be used. Arrange for:
Fly leaves. Title-page. Dedication, etc. Pages numbered. Words, contents, index, etc., printed.

Supplies

A number of books in various stages of binding. Sheets. In boards. Untooled leather. Finished book. Sewing frames. Tooling, tools, etc. Red ink.

Lesson IV

Illustrations

Stories of early and modern illustrators, particularly those who illustrate for children. Wood, copper, and steel engraving. Etching. Halftone. Photo-engraving and three-color process. Japanese color prints. Lithograph, mezzotint, photogravure.

Bookwork

Copy stories into books.
Call attention to the paragraphs, margins, spaces for initial letters, etc.

Supplies

Illustrations should be mounted on separate sheets, easily handled by the children, or they may be hung on the wall and left a week or more for study.

Plates to show the mechanical process.

Lesson V**Arrangement of books in library****General**

Fiction—Story books.

Non-fiction—Literature, arts, sciences, etc., books to instruct.

Reference books—Books to inform, cyclopedias, dictionaries, Poole's index, etc.

Explain the use of reference books.

Give the children a problem in the dictionary, cyclopedia, etc.

Bookwork

The children finish copying their stories.

Supplies

Books in different classes, Champlin cyclopedias, a few dictionaries, Poole's index.

Lesson VI**Classification**

The class and author numbers should have been brought to the notice of the children in each of the previous lessons, they will then be ready to comprehend this lesson.

Give each child a printed sheet containing the Dewey decimal classification. (Second summary.) Explain it simply. Ask them to classify their school books, giving only the general number. Arithmetic, 500, etc. Afterwards second figures may be added, as 510.

Bookwork

Title-page and dedication.

Supplies

Sheets containing the D. D. C., second summary.

Lesson VII**Reference lists**

The use of the reference list. How to make one. The topics for the lists should be adapted to the grades. The following subjects may be used:

Fairy tales. Abraham Lincoln. George Washington. Birds. Longfellow.

The children should be required to make a list, the work to be done in the library to give them practice in the selection of books.

These lists should be saved for bulletin work, and the children told to collect pictures to illustrate them.

Bookwork

Table of contents printed or written.

Supplies

Slips of paper (3x5 in.) with which to make lists.

Lesson VIII**The catalog**

Explain the card catalog. Teach the children how to use it. The children should be

given slips of paper as for reference lists. Catalog cards, author, title, and date, should be written on the blackboard. The children then make similar cards for their school books. After the cards are written ask the children to alphabetize them. (This is the most effective way to teach the use of the card catalog.)

Bookwork

Index is made and printed. It should be written on slips of paper, alphabetized, then copied into the books.

Supplies

Catalog cards of different sorts of books should be mounted on sheets of cardboard. Slips of paper, 3x5 inches.

Lesson IX**Newspapers and magazines**

A few general rules should be given for reading the newspapers, then each child takes a paper, making notes of the things that interest him. These notes should be examined by the librarian, mistakes mentioned, and a second reading and notes made.

Special departments in St Nicholas and Youth's companion are explained.

Bookwork

Initial letters are printed.

Supplies

Newspapers. Magazines—St Nicholas, Youth's companion.

Lesson X**Bulletins, etc.**

Explain the use of bulletins and other things of interest in the library.

Bulletins:

Current topics (weekly). Blackboard (daily). Nature. Pictures, exhibits, story hours, etc.

With reference to lists made in lesson VII the children can make bulletins illustrating with pictures which they have found. These should be made with reference to the school work.

Bookwork

Cover is printed and decorated.

Supplies

Bulletins. Current topic lists. Sheets on which to mount the lists, and pictures prepared by the children. Mounted photographs.

Lesson XI**Children's library club**

Club lists and book diaries explained.

How to read books.

How to collect books for a private library.

How to mend and care for books.

How to open a new book.

How to turn the leaves.

How to mark the place.

How to leave it when finished.

Bookwork

Cover is printed and decorated.

Supplies

Diaries. Lists. Books to be mended.
Paste. Brushes. Tissue paper cut in strips.

Lesson XII**Review**

A written review of the course.

Notebooks should be examined. (In preparation for the review the children should have been told to read their notes carefully after the last lesson.)

Bookwork

Books are completed.

Amateur Photography and Electrical Exhibit at Michigan City (Ind.) Library

Through the success of the Nature day and Indian day of the two past years, an annual exhibition of some sort seems to have become an established feature of our library in Michigan City. This exhibition took the form this year of an Amateur photography and electrical exhibit, which was open to the public for several days, beginning with Saturday, November 17. We began advertising it in the local papers several weeks in advance by such queries as: Do you take pictures? Or make things that go by electricity? If so, please let us have them for the exhibit to be held at the public library. Or, Electricity and the camera—are you interested in either or both? Personal visits were made to the schools, and the pupils became greatly interested in contributing to the exhibit. It was stated that the object of the exhibit was to show what is being done by amateur photographers and electricians in Michigan City, and to interest them and others in reading upon these subjects. Lists of books on photography and electricity were printed in the papers, and on the day of the exhibit as many as possible of these were displayed in a special case.

Many personal requests for picture loans were made as a supplement to the advertising done, and as the result of both nearly 1000 pictures were brought

in. The green burlap wall of the study club room proved a very effective background, and upon this the pictures were fastened, most of them mounted, some few framed, and a few unmounted prints. All the pictures taken by one person were grouped together and labeled, Taken by John Smith, or, Taken, developed, and finished by John Smith, as the case might be.

We had two extremely fine collections, one of about 50 pictures taken by a local amateur, who is a member of several prominent camera clubs in the west. His portrait work especially is of the highest artistic order. His pictures proved a great attraction. The second special collection was one of nearly 100 pictures, most artistically mounted on gray and brown art papers and felt carpet papers. These were taken by Mrs Sara Holm, of Sedalia, Mo., who had become interested in the proposed exhibit while visiting in Michigan City. Mrs Holm's work is known to amateurs all over the United States, and several prize pictures were included in her exhibit. Her work is about evenly divided between landscapes and portrait studies, though several fine animal pictures were also shown.

Aside from Mrs Holm's collection, the pictures loaned were practically all taken by local amateurs, and all sorts of subjects and grades of work were represented. No professional work was accepted, but a few enlargements from amateur work were hung, to show what might be done along this line. A long glass showcase was filled with pictures taken by pupils of the public schools. Some of the amateurs presented pictures to the library which would serve as a nucleus toward a collection of pictorial material bearing on the local history of the town.

The electrical exhibit, which was displayed upon a long table at one end of the room, was the result of an offer made by a local electrician of three prizes for the three best electrical toys, or pieces of electrical apparatus, to be made by amateurs. The prizes were an electrical commutator, and two small

motors with batteries. The final number of competitors was small, but the interest in the competition was intense, and books on electricity were at a premium. The first prize was awarded to a tiny electric street car, perfect in its workings, made by a young mechanic; the second, to a motor and induction coil made by a lad in one of the factories; and the third, to a crude but complete telegraph machine made by a high school boy of 15. The various toys shown were connected with batteries under the table, and two young electricians displayed their workings. Needless to say, the table was surrounded constantly by a swarm of eager boys, breathlessly watching the wheels go round. They could scarcely be induced to go home to dinner, or to give their less pushing elders room for a peep at the magic table.

During the first day and evening of the exhibit 2000 people, large and small, visited the library, and perhaps as many more in the three or four days following. Many new applicants for the use of books were registered, and judging from the demand for books on electricity and photography, a good many young people have been given a new impetus toward reading and thinking and "making things" along these lines.

MARILLA WAITE FREEMAN,
Librarian.

The Free Library of Philadelphia Port Richmond branch

The keynote of the second anniversary of the Port Richmond branch of the Free library of Philadelphia, on Wednesday, Dec. 12, 1900, was brightness. The rooms were tastefully decorated for the occasion with palms, potted plants, and bunting lent by interested borrowers, and an orchestra added to the general animation.

About 250 people had gathered when John Thompson, librarian of the Free library of Philadelphia, opened the meeting with an attractive salutatory address, followed by Richard E. Wilson, librarian in charge of the branch, who gave an interesting account of the year's

work. Mr Wilson laid stress on the fact that the library was the library of the people, and invited them to show a steadily increasing interest in it. Several gentlemen, residents of the neighborhood, also spoke cheerfully and hopefully of the library's excellent work in Port Richmond. Not more than forty minutes were appropriated to speech making, and then all entered heartily into an informal reception. To the accompaniment of coffee and cakes, garnished with pleasant music, those present got acquainted one with another, and two hours were passed in a spirit of good fellowship that is the heart and soul of a small library.

Port Richmond is a community of toilers little devoted to reading, many of whom regard a library with something of awe, and it was to overcome this that the program was arranged. Since the opening of the library so well has the habit of reading been fostered, that in two years of the library's existence nearly 100,000 books have been circulated, with only 5000v. on the shelves. There are 3000 registered borrowers, 786 of whom have taken out cards during the past year.

The library is in close proximity to the Cramp shipyards and other large manufacturing concerns, and on this account the section devoted to technical books is unusually large. There were circulated during the year 727 books on engineering, and an interesting proof of their value is given in the fact that a local engineer secured a very high figure of merit in the new municipal examination for engineers, and was complimented by the examiners on his theoretical knowledge, "all largely due," he himself says, "to books taken from this branch."

The reunion lasted till nearly midnight, when all left feeling satisfied that it is possible to infuse much pleasure into an ordinary library meeting. Many expressed the opinion that such a meeting was very enjoyable and fittingly concluded the year. The rule of "silence" did not prevail, and all are eagerly looking forward to the next anniversary.

Printed Catalog Cards

The A. L. A. publishing board has issued the following circular, which contains definite information for which librarians have been waiting:

The publishing board of the American Library Association, encouraged by the interest manifested and the support promised at the Montreal conference, has carefully considered, with the aid of the advisory committee chosen to cooperate with it in this matter, the possibilities of securing and issuing to libraries printed catalog cards for new books and for some classes of older ones. The publishing board now announces that arrangements with the Library of Congress, under the provisions of the government printing act, will enable it, unless unforeseen obstacles prevent, to provide for the selection and distribution of catalog cards for American copyright books, as prepared by the copyright and catalog divisions of the national library, after consultation with the A. L. A. committee on cataloging methods.

In carrying out these arrangements it is not the intention of the publishing board to accumulate profit, but only to provide a safe margin for the cost of selection and handling for a system of distribution which cannot conveniently be undertaken by the Library of Congress or the government printing office.

It is hoped that it may prove practicable for the Librarian of Congress to furnish hereafter complete sets of cards for all "books proper" (approximately 7000 in 1900)—which term includes pamphlets but excludes trade catalogs and such publications and newspaper articles—at a subscription price based on the cost of duplication and the margin of 10 per cent required by the printing act; but it is evident that, while the opportunity to obtain these complete sets will be welcomed by some libraries, it will not meet the requirements of many others because it does not permit selection of titles on the part of the library.

The publishing board proposes to buy from the Library of Congress a number of copies of each card printed, varying within certain limits according to the expected demand for the title. In selling these again to libraries, and permitting the libraries to select the titles which will be useful to them, a large margin of unused cards must be provided for, and since this margin of waste diminishes in proportion to the number of titles ordered by each library, the price per title should diminish with the number of titles per year taken by the subscriber. It is not practicable to receive subscriptions for less than 500 cards, since the waste would make the cost prohibitive, or to rebate in case all the titles are not taken within the year.

The publishing board will receive subscriptions for the year 1901, payable in advance, covering one card for each title, at the following rates, each library receiving cards only for

such titles as it shall designate: For 500 titles, at 5 cents per title, \$25; for 1000 titles, at 4 cents per title, \$40; for 2000 titles, at 3 cents per title, \$60.

Duplicate cards for any title, ordered with the original order for that title, will be supplied at the price of $\frac{1}{2}$ cent per card. A later order for additional cards will be charged as a new order, i. e., at 5, 4, or 3 cents for the first (additional) card, and $\frac{1}{2}$ cent for other copies.

It will facilitate the arrangements if the advance payment includes a deposit for duplicate cards the library expects to order. Bills for the additional cards will be rendered monthly or quarterly.

Orders for titles desired by any library may be designated,

1 By the copyright entry number used in the weekly copyright bulletin, which can be ordered from the government at \$5 for the year; or,

2 By author and short-title memoranda of current American copyright books;

Or the subscription may be for a selection of a stated number of titles (500 to 3000), the selection to be made by the agent of the publishing board.

Besides the use of these cards for cataloging proper, they will be useful for purchasing memoranda, for charging use, and for many other purposes, and each subscriber may order as many duplicate cards for each title as his system of cataloging and other uses demand. The subscriber has the option of designating the number he needs with each title as he orders it, or ordering a stated number of cards for all titles, or of receiving the number of cards usually required for the complete cataloging of each book, as determined by the agent of the publishing board.

It is hoped to supply the cards in both the standard sizes (postal and index), and libraries should state which size is required. It is expected to supply all books bearing the copyright date of 1901, but none preceding that date. As soon as the new system is assured the present issue of cards for books will be discontinued.

It is estimated that the total cost of procuring and handling these copyright cards should not exceed \$5000 a year, and the publishing board is prepared to enter upon the undertaking, probably beginning with the copyright entries of 1901, provided subscriptions to the amount of \$4000 are received.

If the responses justify the board in completing the proposed arrangements, definite word as to payments will be forwarded to subscribers.

Later announcement will be made of the plans of the publishing board for furnishing printed catalog cards for current imported books and other lines of cards.

Address,

A. L. A. PUBLISHING BOARD,
10½ Beacon St., Boston, Mass.

Things Children Should Know

Mr Dana has sent to the Springfield library a very helpful and explicit statement of his views on the above topic, from which the following extracts are made:

In connection with the city library's efforts to be of help to the schools, an attempt has been made by it to compile a list of some of the more important of the things in general history and literature which children should know about by the time they are 11 or 12 years old. The first list made is given below. It contains 50 items. For the purpose of narrowing the field, and thus making less difficult this first attempt, it was decided to confine this list to time prior to the end of the reign of Queen Elizabeth. In recent years the public schools of this, as of many other cities, have added to the old-fashioned sets of readers, or have adopted in place of them books made up of complete essays, poems, and narratives, all of literary merit. Of such works the most notable is perhaps the set of Heart of oak books, edited by Charles Eliot Norton. From books like these, and from the general instruction of their teachers, and from their text-books in other subjects than "reading" or literature proper, school children now gather knowledge of very many of the old, old things that every child who is well raised is supposed to know. From this list, consequently, some of the persons, things, places, and events more commonly referred to have been excluded as being probably already part of the mental stock of every public school child of 12. In answer to a letter asking for help, sent to a number of ladies in Springfield last spring, many suggestions in regard to this list were received.

The subject seems to be one which appeals to all who are interested in education. I am asking the Republican to print this first tentative list, in the hope that it may call out further criticism and suggestion.

If the plans contemplated were carried out, this list, or one similar to it, would be used in the place of the usual list of good books; as something to read up to in place of the usual something to read. A child of 12, for example, being given a copy of a list like this, would be encouraged to read something about, now one, now another, of the items in it. To make this easier there should be added references to definite books, stories, parts of books, poems, etc., dealing with the several things here noted.

The brief notes appended to the items herein are not intended to be exclusive in their nature. The child likes definiteness, personality, action; and in action the simple and direct. In the notes reference is made by preference to some single dramatic incident. Other incidents, and better for the purpose, could be found in many cases. Suggestions are asked for here.

In a general way the object in view in all this—supposing the idea put in practice—is the

helping the schools, through the books in the library, to acquaint children with what one may call the small change of the humanities. Small change in the sense that things like those noted in this list are continually referred to in good literature. They and their like—say 5000 of them, at a guess—give color and life to essay, poem, story, and history.

Schoolroom tasks are talked of out of school by the children a little. Much more often the talk is of the story one and another is reading in school or out. Tom Sawyer with his Robin Hood drama in the woods is simply a slightly exaggerated instance of the effect on the child of the dramatic incident he finds in his reading. If 40 children in the same school class have each the same list of 50 Robin-Hood-like people, and can be led to take a "playtime" "good-time" vacation-and-holiday interest in them, they may naturally and with pleasure read of them together, enjoy them together, and together help one another to fix them in their memories.

These, roughly stated, are some of the thoughts had in mind in compiling this list. It should be further said that it seems that a few things of really universal child-knowledge should be included to prevent the list's looking too much like a stranger. Bible incidents are purposely omitted for the present. A few experiments seem to have demonstrated that this list, with its very brief notes, will give to any one who quietly and undisturbedly reads it through, a very decided sensation of elation, more than a suspicion of pleasurable emotion. This is a passing demonstration of the truth of the remarks above about the emotional content of great historic words.

J. C. D.

The list

Aladdin and his wonderful lamp. A story in the Arabian nights; which is a collection of tales from Persia, India, and Arabia, 1000 years old.

Alexander the Great, who conquered all the world before he was 33 years old.

Alfred the Great. How he let the cakes burn. A king in England 1000 years ago.

Athens, the Eye of Greece, the chief city years ago of the wisest people who ever lived.

Babylon the Great, the city of 100 gates and of hanging gardens. Here Nebuchadnezzar ruled.

Cadmus, who sowed the dragon's teeth which grew up men.

Cæsar, and how he became ruler of Rome, and so of all the world.

Carthage, the famous city of the Phenicians, and how it fought against Rome.

Cinderella and the magic slipper, a fairy tale as old as old can be.

The Colossus of Rhodes, the bronze statue over 100 feet high, once one of the seven wonders of the world.

Cortez, who conquered Mexico with a handful of men.

Diogenes and his lantern.
 Drake, and the great treasure he brought home.
 Edinburg castle, famous for 1000 years.
 The Fountain of perpetual youth, which so many have tried in vain to find.
 Genghis Khan, who conquered all Asia.
 Giant Despair and Doubting castle.
 The great Charter, by which Englishmen began to take from kings their power.
 Hannibal, and how he led his army across the Alps.
 Hercules and the Nemean lion.
 Homer, the blind minstrel, who sang of the siege of Troy and of the adventures of Ulysses.
 Joan of Arc, the girl warrior.
 King Arthur and the knights of the round table.
 Martin Luther, who threw his ink bottle at the devil.
 Mary Queen of Scots, in Lochleven castle.
 Mohammed, whom millions think was a prophet of God.
 Notre Dame, the old, old cathedral of Paris.
 Penelope and the cloth she wove each day and unwove each night.
 Peter the Great, the emperor who learned a trade.
 The Phenicians who invented the alphabet and were the first to sail to distant lands.
 Pizarro, and the roomful of gold.
 The Pyramids of Egypt, monuments of kings.
 Raleigh and the Orinoco, and its gold.
 Richard Lion Heart and his faithful minstrel.
 The River Nile, in whose valley history begins.
 Robert the Bruce and the spider.
 Robin Hood and his merry men.
 Sinbad the sailor, and his strange adventures.
 The Spanish Armada, and how it failed to conquer England.
 Spartan boy and the wolf.
 The sphinx and its riddle.
 Thor and his magic hammer.
 Titania, queen of the fairies.
 The Tower of London.
 Vesuvius and the two buried cities.
 William Tell, the tyrant, and the apple.
 William the Conqueror and the battle of Hastings.
 Xerxes and Thermopylae.

The librarians who were fortunate enough to meet the delightful gentleman, Rev. C. R. Hale, Bishop of Cairo, Ill., at Trinity church, Stratford-on-Avon, in the summer of 1897, will learn with regret of his death on Christmas day. His cordial welcome, his delightful and informal reception and interesting talk, form one of the pleasant memories of the visit to that historic town, where he happened to be staying at the time of the librarians visit.

A Catalog for School Use

The Carnegie library of Pittsburgh has issued a graded and annotated catalog of books for use of the city schools. The original lists from which the catalog is compiled were prepared by a committee of the Principals' association, and submitted to the library with the understanding that the librarian had full power to reject and substitute as they saw fit.

Miss Olcott, of the library staff, revised the lists as seemed best from the library point of view, and Miss Knight, another member of the staff, annotated the books finally selected.

The object and aim of the work is thus set forth in the preface.

In the selection of books to be included, teacher, authorities on special subjects, and grade lists from other libraries and schools have been consulted, and especial attention has been paid to the choice of editions and to illustrations.

The title and annotation of each book is repeated in every grade to which the index assigns it. This arrangement has added greatly to the size of the catalog as well as to the labor of preparing it, but it enables the teachers to use each grade as a complete list without referring elsewhere for the annotations. The arrangement was adopted upon the suggestion of the committee in order to make the use of the catalog as easy as possible for the teachers. There has been no attempt to furnish anything in the nature of regular supplementary reading as a part of the routine school work. The aim has been rather, to provide collateral reading, history, biography, travel, adventure, simple science, and good fiction to be used in the schoolroom and sent into the homes of the children.

The catalog is a volume of 317 pages, classified by grade and subject, with an author and title index, and with the call number of every entry. The book may be bought at the library for 50 cents, or by post for 60 cents.

Library Meetings

Buffalo—The library club of Buffalo met on Wednesday evening, December 19, in the rooms of the Buffalo Historical society, Pres. Elmendorf in the chair. A communication from the secretary of the A. L. A. was read, in which was announced the appointment of Mr Elmendorf as special representative of the association to present its interests to the club. Miss Campbell reported for the home libraries committee, that the first home library in Buffalo had been established, and that tentative arrangements, subject to the approval of the club, had been made for five more. The work had aroused much interest, and one of the five libraries desired had been requested by a teacher in a school in the Polish district, who hoped thus to interest her children in English reading. The committee had been particularly fortunate in securing visitors for the groups, several trained kindergartners having offered themselves for the work. The committee was authorized to continue the work at their own discretion, reporting regularly to the club.

Frederic Almy, secretary of the Charity organization, read a paper on The forward movement in charity, in which an inspiring summary was given of the improvements in charitable methods during the century, public libraries being mentioned among the ameliorating influences of the latter part.

Music and recitations completed a very pleasant program.

ELLA M. EDWARDS, Sec'y.

Chicago—A joint meeting of the Bibliographical society of Chicago and Chicago Library club was held December 13 in the new lecture room of the public library. At this meeting owners of private presses in and outside of Chicago, and also one or two publishers and commercial printing houses, had been asked to exhibit examples of their work. Such examples were sent by the Wind-tryst press (Mrs Martha Foote Crow and Mrs Harriet C. Brainard), The elm press (E. L. Millard), The

blue sky press (Stevens & Langworthy), Frank Holme, H. K. Gilbert, all in Chicago; The Alwil shop (Frank B. Ray, jr), Ridgeway, L. I.; Brothers of the book (L. G. Woodworth, secretary), Gouverneur, N. Y.; R. R. Donnelley & Sons Co., Chicago; Hollister Brothers, Chicago; from Armour institute of Technology some early pointer books had been sent, and the Chicago public library exhibited several both old and new books, among them some of the Grotier club publications. Among the books exhibited by Donnelley & Sons were a full set of the Caxton club publications. W. Irving Way had brought up several books, among them productions from the Essex house and other English private presses, to illustrate a talk on the development of the printing type. T. S. Stevens followed with a paper on the work of what he called the modern American school of printing, illustrated by the work of the private presses.

Mrs Crow had prepared a short paper on the work of the Wind-tryst press, which was read by Miss Zimmerman.

A. G. S. JOSEPHSON,

Sec. Bibliographical society of Chicago.

Chicago—The regular meeting of the Chicago Library club was held January 10, in the lecture hall of the Chicago public library.

When the routine business was ended the program was taken up.

The subject chosen for the evening's discussion was Relation between libraries and schools, particularly in Chicago.

The speakers of the evening were Col. Francis W. Parker, principal of the new Chicago institute, and Edwin G-Cooley, superintendent of public schools of Chicago.

Invitations to attend the meeting had been sent to representatives of the city schools, the district superintendents, principals of high schools and teachers. Several of those invited responded to their invitation and were present at the meeting, and took an active part in the discussion. Col. Parker's talk was

entitled, *Some beginnings*. He gave a brief history of the modern educational movement, and from his long years of experiences furnished many amusing reminiscences. He contrasted the old methods of teaching reading with the modern method, and pointed out the errors, psychological and pedagogical, of the old way. The great reform movement in school reading had its origin in the west. Shortly children's literature and supplementary reading became an important feature in the schools of New Bedford and Quincy, Mass., and very soon Boston took up the matter.

And in seemingly direct response to the demand put forth by the educators for the children, there appeared in rapid succession the children's writers, who furnished the much-needed supply of wholesome, pleasant reading for children.

Children have heretofore been deprived of the right kind of knowledge. If they are properly taught to study nature and use books there will be a great demand for good reading. The library will grow in direct proportion to this demand, and it will soon be tremendous.

A new literature is springing up which means much for the children. Their reading will be broadened and enriched. Books and science have completely revolutionized the old ideas of education and knowledge. Much confusion still reigns in teaching, but the school will fulfill its mission.

The needs of society determine the function of the school. Children must be educated in citizenship, in character building. The teacher must realize that the child is a being for development, and public opinion must be educated also.

We have a great educational future before us; the school will fulfill its mission.

An ideal in modern education is the children's library, containing only the best material which literature affords, and where child and teacher may work and study together.

Mr Cooley's address had for its sub-

ject, *How may the library help the public school?*

Mr Cooley said: That during the past few months, since entering upon his new duties, he had not been able to acquaint himself with the entire history of the library and the school, and their relations in Chicago; but judging from present conditions as he observed them, the needs might be met by the suggestions offered below. A brief synopsis of his paper is as follows:

The library should aid in forming the reading habit. Pres. Eliot of Harvard says that a taste for good reading is a means to lifelong happiness and contentment.

The two forces to accomplish this end, to bring about this habit, are the library and the school.

Teachers do not now rely on the library and the librarian as they should, and do not teach children how to use books. Indeed, some of the teachers fail to use the libraries themselves. Entire dependence on the school library is not to be commended.

Education may become a lifelong affair through reading, and children should be taught the existence and use of the library, which belongs to them in their capacities as citizens. Their present ignorance is appalling.

Some sort of federation of library and school needs to be started—for coöperation must be accomplished before the desired result may be obtained.

The present system of the library's aiding the school does not seem to be the best. The existing rules seems an obstruction rather than a help.

A desired change is greater ease in securing cards. One great objection to the present plan is the placing of delivery stations in small shops. The idea of putting side by side general merchandise and books from our library, the latter to be a benefit and use to the people, is an ignoble one, and quite contrary to modern educational ideals.

Another need is an adequate supply of better catalogs, carefully made lists topical and graded, to reach even the lower grades, are much needed.

A plan very successfully carried out in many cities is a children's reading-room. Even better and more practicable for Chicago's needs would be the opening of branch reading-rooms in the schools. Each should have its trained librarian to assist teacher and children, its own permanent supply of reference books, and its regular changing supply from the main library as any delivery station.

This last idea was one which met with the hearty approval of many persons present. After a lively discussion, in which both librarians and representatives from the schools joined, it was decided to appoint a committee to confer with the board of education and the public library board, to see if such a plan might be carried out by the coöperative action of the two boards. It was also voted that this committee look into the matter of improved reading lists and catalogs. The committee consists of Mr Hayes, Mr Hopkins, and Miss Warren.

MARGARET E. ZIMMERMAN,
Secretary.

Massachusetts—The first meeting of the twentieth century was called to order by Pres. H. L. Koopman, at 11.30 a. m., in the hall of the Unitarian church, Somerville, Mass. After a few preliminary announcements respecting the membership and new handbook of the club, the president proceeded to read his paper on Collecting of the future (which we hope to publish in full in a later issue of PUBLIC LIBRARIES).

He said that the collecting he had in mind was confined to books in libraries; that printing could not maintain its claim to be the art preservative of all arts unless libraries came to its assistance to deliver to posterity the records entrusted to them by the press of the present day. He deplored the lack of foresight in collecting for the future, which many a librarian had lived to regret, and said that not only were libraries heirs of their past, but they must shape their future while in the plastic present. The question of how to col-

lect successfully could be answered in three ways.

1 By collecting everything—that is inclusiveness.

2 By collecting something of everything—that is by selection.

3 By collecting everything of something—that is by specialization; but that the word everything could not be taken absolutely.

All libraries have been and are selective, because imperfectly inclusive from force of circumstance; and libraries can specialize in two ways, either by becoming special libraries or by taking on specialties.

He deprecated the dispersal or sale of special collections, and advocated the bestowal of private collections in special lines on permanent institutions, stating that it was not too much to ask that the institution receiving a valuable special library should maintain it on at the level at which it was received.

A short discussion followed, led by Mr Cutter of Forbes library, Northampton, who said he was thoroughly committed to the idea that the free public library in small towns should be administered for the benefit of those who paid for it, and that books were freely given to be used—to be used up if necessary, to be used in the present generation, as they might be of no value to the next. The only classes not to be used up, but to be carefully safeguarded, were those which could not be replaced, mss., unique copies, newspapers, objects and subjects of local interest, etc. It was extremely important to preserve all matter of local interest. Miss Browne then put in a plea for matter of no value to one library which might and would be of value to some other to whom it should be sent. Mr Wellman, of Brookline public library, said that they made an index of all interesting local matters, which the local paper printed.

Miss Quimby, of Winchester public library, said that they kept a card catalog of remarks and reminiscences of their oldest inhabitant, and all matter of local interest or value.

Mr Fletcher of Amherst then made

an extremely interesting announcement respecting the A. L. A. publishing board's new scheme for printed catalog cards. This was afterward characterized by the president as one of the most important announcements yet made, and of inestimable value to the future.

Mr Fletcher gave a retrospect of the work of the A. L. A. coöperation committee, formed in 1886, to attempt to introduce into the library world the benefits of the printing press, and to reduce the amount of written work done. He said that as far back as 1853, at the first library convention, a committee had been appointed to organize a library association to carry out Mr Jewett's plan of coöperation in the preparation of catalog cards. He stated that the A. L. A. publishing board, by means of coöperation with the Copyright department of the Congressional library, was now in a position to supply cards from which librarians could make selections, a privilege hitherto impossible, not later than two weeks after copyright entry, for three grades of subscriptions payable in advance. Subscriptions would not be received for less than 500 cards per year at 5 cents apiece, 1000 at 4 cents apiece, and 2000 at 3 cents apiece; each additional card would cost half a cent or less in proportion to the grade of subscription. All American copyright books would be included, and it would be remembered that this included most of the English books also; later the board hoped to establish a catalog office in New York, when those books not copyrighted would also be included. Samples of the copyright cards were distributed to the members, who were told that the typographical form would probably be somewhat modified, and that Mr Putnam, Librarian of congress, who was taking a great deal of interest in the scheme, was trying to arrange to leave off the copyright entry and to supply the cards in the smaller size to those who required them. He said that the classification numbers and subject headings on his cards would be omitted, it

having been decided that it was best not to attempt them; that the time and valuable services of Mr Andrews, Mr Bowker, and Prof. Richardson had been freely given to the consideration of the questions connected with the scheme, and that the prices decided on were the lowest commensurate with safety, and only liberal support of the scheme could bring about a speedy reduction in prices. The cards would be printed and distributed by the copyright department of the Library of congress, which furnishes them to the A. L. A. at actual cost. He advised libraries to support the scheme even if they were not getting, to their idea, dollar for dollar, and pointed out some of the fallacious objections made, saying that the cataloger instead of being thrown out of work would simply be freer to do much needed work in other directions not at present feasible.

Mr Fletcher suggested several uses for the catalog cards other than as catalog cards, advocating their use for shelf lists, accessions, catalog, new book lists, etc.

He then announced that the new A. L. A. index would be ready in two or three months' time, containing 600 pages, double the original size, and said that the new abridged edition of Poole's index, including the full sets of 36 leading periodicals, would be out in May, and added that it had been decided to publish a key to Poole's index separately, in order to meet the difficulty experienced by many.

The meeting then adjourned to partake of a substantial lunch well served and much appreciated, after which the Somerville Public library was visited, and its genial librarian, S. W. Foss, plied with questions.

At 2.30 p. m. the afternoon session began with a vote to draw up a resolution on the death of Mary Jenkins, late of the Boston Public library and a member of the Massachusetts library club, a committee being formed for the purpose, which submitted the form of resolution to the meeting.

Mr Fletcher was then questioned

respecting his announcement of the morning, Mr Koopman asking whether under the new scheme it would be possible to select cards of a certain class only; to which Mr Fletcher replied that it was at present impossible to make a definite statement respecting this, but it was anticipated, though it might probably necessitate a slight extra cost. The president then introduced Gardner M. Jones of Salem in a new rôle, as that of delegate from the A. L. A. to the library clubs of Massachusetts, to bring before their notice the advantages and benefits of membership in the A. L. A. and attendance at its annual convention, the work of which he described, stating that it was not possible to get the spirit of these meetings in the printed proceedings, and instancing the thrill that went through the assembly when the announcement respecting the coöperative printed catalog card scheme was made at Montreal in June, 1900.

The fiction of the season from the standpoint of a large library

Mrs W. L. Parker, of the fiction committee of the Boston Public library, then read a paper on The fiction of the season from the standpoint of a large library, in which she said that the noblest duty of fiction was to meet human needs in the noblest, most encouraging, most refreshing and spontaneous way, and wished that the inkstand might be endowed with magical power to retain in its opaque depths a large fraction of the books now let loose on the public. She instanced the value of books in giving a different outlook to that afforded by the circumstances of readers, and said the business of a large library was to provide books to meet varied demands, but to provide wisely with due regard to limitations in means and room. She quoted The cardinal's snuff box as being in the category of books of value to a small public only, which might come under the sympathy of a larger public had it the certain cultivation necessary for comprehension. She mentioned among books limited by their own quality, Richard yea and nay,

Hewlett; also, The gateless barrier, Malet, and books whose authors' names insured their acceptance; Tolstoi's Resurrection, Zola's Fruitfulness, D'Annunzio's Flame of life—which were best suited to the student.

To complete a set of Henry James it was, she supposed, necessary to procure The soft side, a book described as an interesting puzzle for one who cares to see how a clever writer can hide plot, expression, style, clearness, and force under a rubbish heap of words.

She referred to books which should be limited to few readers, such as those dealing with tramps, detectives, police, and the criminal classes, and regretted the tendency of their best writers, such as Josiah Flynt, to place themselves on the side of the criminal, and deplored the suggestion apt to be conveyed to morbid minds by such books as The powers that prey, Flynt & Walton; Tongues of conscience, Hichens, the circulation of which should be limited.

As to the recent flood of historical novels, the best she said were those which make a truthful picture of an historical epoch, whilst the poorest are those which insist on taking high personages and forcing them to play parts according to the imagination of the author, such as One queen triumphant. Among the better ones she mentioned Yeoman Fleetwood, Mrs Blundell; Robert Tournay, Mrs Richardson; House of Egremont, Seawell; True story of Gerard, Knights in fustian, Brown; The duke of Stockbridge, Bellamy, criticising each in detail. She said that To have and to hold, Johnson, would have been better had some of the agony been reserved for a future occasion, and added, she was surprised to find that James Lane Allen's Reign of law rivaled it in the popular demand.

Among the stories which people like who wish to think whilst reading fiction she placed Eleanor, Mrs Humphry Ward, characterizing it as a book liable to leave a sensitive reader unnerved and miserable—not good for girls, who would be casting about for "Manistys" as girls of the past did for "Rochesters."

Among novels written "supposedly" with a purpose she placed *Boy*, *Corelli*, and the *Master Christian*, which last she scored from quoted reviews; The redemption of David Corson and *Unleavened bread*, *Grant*. Negro stories not much in demand were represented by *House behind the cedars*, *Chestnutt*, and *The strength of Gideon*, *P. L. Dunbar*.

She spoke of the diversity of opinion as to what constitutes a good novel, to many it being merely a love story, not too smooth, and with a happy termination; to others it must have a spice of suggestion or a suggestion of spice. She spoke of the society novel exemplified by *Senator North*, *Atherton*, and recommended *Terence*, *Croker*, and *Garthowen*, *Raine*, as good love stories. Referred to *Anthony Hope* as a writer of higher grade in two styles—thrilling adventure, into which entered *Captain Dieppe*, and dainty society wit or keen, critical study, into which category *Quisante* entered; his imitators, *Chambers* and *Max Pemberton*, wrote mostly smart rubbish. She spoke of *The Bath comedy*, *Castle*, and *Monsieur Beaucaire*, *Tarkington*, as sparkling and dainty; noted *Eben Holden's* hold on the public as the *David Harum* of the season, and enumerated a few good, short stories, i. e., *The passing of Thomas*, *Janvier*; *The Queen v. Billy*, *Osbourne*; *The fortune of a day*, *Channing*; *Bewitched fiddle*, *McManus*; *Land of the shamrock*, *Barlow*; *Lane* that had no turning, *Parker*; and for those who like them, *The love of Parson Lord*, *Wilkins*, and, *The heart's highway*. She contrasted *The queen's garden*, *M. E. M. Davis*, with *Robert Orange*, and spoke at length on fiction for children, especially for boys; she told of their partizanship to favorite authors, such as *Henty*, whose methods of construction she compared to those of *Brook*. *Strettemeyer* and others, who take an epoch, choose a boy about 16, introduce him to every celebrity, and make him the adviser and confidant of these great personages to the detriment of proportion (which I, the reporter,

do not think is ever noticed by the readers). *C. M. Whistler* she noticed as being a good writer, not well known, whose books deal chiefly of the struggles between Saxon and Dane. She deprecated as great defects the mediocrity and sensationalism of most juvenile literature, and their atrociously bad illustrations, and concluded by saying that of the 500 works of fiction placed before the B. P. L. fiction committee, including juvenile books, only 275 had been selected, and not all of these bought.

Miss Garland, of *Dover public library*, *New Hampshire*, then read a pithy, witty, critical paper on the same subject, giving short selections from many of the books, in some instances to show their defects, in others their qualities. She thought that on the whole the fiction of the season had been of higher grade than usual, and that in it the nature work was most noticeable. She spoke of the importance of catering for the general reader, and inferentially concluded that it was not so much the business of the library to make people good as to make them happy, quoting from *R. L. Stevenson's Christmas sermon*.

Lindsay Swift then followed with a paper shortly to appear in the *Nation* on the same subject. He referred to his attitude of the previous year as having undergone some modification in certain points, and said that selection for small libraries was a practical necessity. As nine-tenths of the discussion centered round fiction, he said it was of great moment to all, and required outspoken, helpful, radical treatment. He had done what he could in the past year by writing candid reviews for a *Philadelphia weekly magazine*. He was struck by the want of *raison d'être* of some books, and instanced *The dishonor of Frank Scott* as a sample, scoring it amusingly. He thought it would be a good and a feasible thing, as it was obviously needed, to publish a magazine devoted to direct, honest reviews of fiction from the librarians' point of view, and said that it seemed to have

been satisfactorily demonstrated that outside opinions were not dependable. He instanced a case where someone had said that one of Bernard Shaw's books was dull and uninteresting, and ridiculed the idea of dullness in connection with that author.

Ellen Glasgow's *Voice of the people* he considered one of the best books of the year. He mentioned a case where a recently illustrated *Life of Christ* had been rejected because a halo was placed round the head of the Christ, and said that Selma in *Unleavened bread* would have done just that sort of thing. He referred to the duty of libraries to the future touching on much the same matter included in Mr Koopman's paper of the morning on collecting for the future, and deplored the stress placed on making present records. He said that nothing wore out as soon as novels which were not made to last, and yet their preservation is all important for the sake of literary material. He told how in visiting the Library institute of 1770 at Harvard (a sophomore club) he had found round the walls a complete, perfectly preserved collection of old novels, things impossible to obtain nowadays.

He said his suggestion might be considered vague, even footless, but as many people were given over to hobbies for collecting, and books were generally their special delight, he would suggest for perverted tastes (?) the purchase of one copy of each of the modern novels of the day. He felt sure the passion would be a consuming one (!) advised their placement in cold storage for 25 years, after which they might be presented to the public library. He seriously advocated the conservation of literary material for future generations, and said that in the Boston public library they congratulated themselves that only one work of recent fiction was allowed. Mr Swift asked for information as to the attitude of public libraries to thoroughly disagreeable books, and wanted to know if the function of the library trustee was to protect the

public from pernicious and foolish literature.

A short discussion followed in which Mr Jones (Salem), Mr Wellman (Brookline), Mr Cole (Blackstone), Mr Cutter, Mr Fletcher, and Mr Ward took part.

Mr Ward feelingly deplored the limitations imposed by consideration for the young person; Mr Koopman thought it a very serious matter to allow the young person to be a clog on literature, and Mr Cutter summed up the situation by saying that it was sufficient, in his judgment, to draw the line at the stupid books, or books without intellect in them.

The meeting, which was largely attended, dispersed after a vote of thanks was accorded to the Somerville public library and its librarian for their cordial reception and pleasant arrangements, some members remaining to inspect the children's room in the basement of the Somerville public library.

M. S. R. JAMES,

Librarian of Library Bureau, Boston.

Nebraska—The library association held its sixth annual meeting on Dec. 27, 1900, at University hall, Lincoln. The Lincoln librarians had previously extended to their coworkers an invitation to accept of their hospitality on that day. It was a lucky forethought, as the personal responses to participate in the merry-making greatly increased the attendance, and created the good fellowship so much desired at the yearly meets. The dinner was served at the Lincoln hotel, and a remark from one of the guests after the repast speaks for itself: If I hadn't my brains in my pocket I never could find them now. At 2.30 the meeting was called to order by the president, J. I. Wyer, librarian of the University library, and when the meeting adjourned there was a general feeling of personal and earnest endeavor to bring about the library commission.

What a library commission can do for Nebraska was fully outlined and interestingly told in a paper by John-son Brigham, State librarian of Iowa.

He detailed much of the work Iowa had done and what Nebraska must do, and generously added that "Women do things while men talk," and acting on that suggestion the Woman's club throughout the state of Nebraska will use its best efforts to have the Library commission bill, as well as the Traveling library bill, pass at this session of the legislature.

Prof. Jillson, president of Doane college, Crete, read a paper on Nebraska's college libraries. We learn with pride that Nebraska has 10 college libraries. The history of each was interestingly related in brief, and the data obtained from responses received to a series of questions sent to each college will be invaluable in years to come.

Miss Abbott, of Lincoln public library, prepared a paper on Library co-operation in Lincoln. The same was read by Miss Dennis, librarian of the Lincoln public library. The value of the different libraries as they now are—their aim and the work they accomplish; The value of the patron to the library—their needs and expectations; The value of the librarian. These subjects were ably discussed by the author, and in conclusion she exhorts that we strive toward an ideal coöperation, each librarian doing his part as an individual, and also as a member of a corps of librarians to whom much is entrusted.

Notes on library progress in Nebraska for 1900, by Mr Wyer, gave evidence of life in a western state. Fairbury, Albion, Scribner, through their own efforts, had established growing, prosperous libraries. York had a bequest of \$10,000, and plans, contracts, etc., are well under way for Lincoln's new library, made so by Mr Carnegie's generosity of \$75,000. Wellesley college has been galvanized into life by a \$1000 bequest, and Omaha opened a branch library and established its own bindery.

The officers were, on motion, re-elected, and are: President, J. I. Wyer, University library, Lincoln; 1st vice-president, Carrie Dennis, Public library, Lincoln; 2d vice-president, D. C.

O'Connor, Norfolk; secretary, Bertha Baumer, Public library, Omaha; treasurer, Margaret O'Brien, Public library, Omaha. BERTHA BAUMER, Sec'y.

Missouri—The first meeting of the Missouri Library association was held in the Academie hall of the State university at Columbus, Dec. 18, 1900.

After a brief opening address by James T. Gerauld of the University of Missouri, a temporary organization was effected with F. M. Crunden, of the St Louis Public library, as chairman, and David C. Davies, of Park college library, as secretary.

At the afternoon session Missouri libraries were discussed under three subdivisions: 1) School libraries, in a paper by Supt. J. A. Whiteford of Moberly, read by Miss Nice; 2) Free public libraries, by Mrs C. W. Whitney of Kansas City; 3) Traveling libraries, by M. E. Perry of St Louis, read by the secretary.

Faith E. Smith, of the Carnegie library, Sedalia, read a paper entitled, The best catalog for the small library.

Mr Crunden read a paper written by Helen Tutt of St Louis, on The need for a state library commission.

The library association, what it should be, was the subject of the paper by Miss Ahern.

At the evening session, How to organize a library in Missouri was explained in detail in a paper by Purd B. Wright of St Joseph. On account of illness Mr Wright was compelled to be absent, and his paper was read by Mr Davies.

The Question box, conducted by Miss Ahern, led to an enthusiastic discussion of library methods and regulations.

Mrs Katherine Roberts gave a brief account of the Trenton library, which was the first in the state to have a building of its own, and which is an endowed library, but free to the public.

The committee on permanent organization, consisting of Senator Yeator, J. T. Gerauld, Mrs Whitney, Miss Sentor, and Mr Mackey, reported upon the matter of a constitution and by-laws.

The following officers were then elected: President, F. M. Crunden, St Louis; first vice-president, Purd B. Wright, St Joseph; second vice-president, Mrs C. W. Whitney, Kansas City; secretary and treasurer, James T. Gerould, Columbia. The meeting then adjourned to accept the invitation extended by Pres. Jesse of the State university to attend a reception at his house, where a very pleasant social hour was spent.

Probably the most striking characteristic of the entire meeting was the enthusiasm of every person present.

D. C. DAVIES.

Pennsylvania—The January meeting of the Pennsylvania library club was held at Apprentices' library, Philadelphia, Monday, January 14, at eight o'clock.

Prof. Thomas of Haverford presided and the attendance was large. The preliminary business did not occupy much time, and the principal point under discussion was the adoption of the revised by-laws for the government of the club. They were adopted in conformity with the terms of the resolution passed at the meeting held at Haverford in May last.

The secretary was ordered to print 500 copies and the meeting settled down to a very enjoyable lecture by Frank P. Hill of Newark. He exhibited between 60 and 70 slides illustrating many of the principal libraries, both abroad and in America, keeping up a running commentary on the various libraries and their special points of merit, and received, as was his due, a hearty and unanimous vote of thanks for his interesting talk.

The trustees of the Apprentices' library were thanked for the use of their room, and announcements were made that the Bi-state meeting of the Pennsylvania and New Jersey library clubs would be held at Atlantic City on Friday and Saturday, March 22 and 23, and that Miss Haines of the Library journal had kindly consented to speak at the February meeting of the Pennsylvania library club, which would be

held at the H. Josephine Widener branch of the Free library on the evening of February 11.

California—The Library association of California held its annual meeting and banquet January 11, Librarian H. C. Nash of Stanford presiding. Officers were elected as follows: President, C. S. Greene of Oakland; vice-president, Miss Jones of Los Angeles; secretary, F. B. Graves of Alameda; treasurer, Miss M. F. Williams of San Francisco.

Illinois State Library Association

Program of the sixth annual meeting,
Lincoln, Feb. 20-22, 1901

Evening session, Feb. 20

8 p. m. Address of welcome, Hon. S. A. Foley, tr. public library, Lincoln.
President's address, E. S. Willcox, Peoria.
Reception tendered by the ladies of Lincoln, parlors of the Lincoln house.

Morning session, Feb. 21

8 a. m. Library institute, conducted by Eleanor Roper, John Crerar library, Chicago.
The Browne charging system, Louise Booth, public library, Peoria.
10 a. m. Library legislation.
Condition of libraries in Illinois, Katharine L. Sharp, director of library school, University of Illinois.

Report of committee on legislation.
General discussion.
Farmers' institute traveling libraries, A. B. Hostetter, secretary, Springfield.
Attitude of women's clubs toward library work, Mrs Florence Allen Ingalls, chairman of library committee of state federation, River Forest.

Thursday afternoon, Feb. 21

2 p. m. Library administration.
Coöperative cataloging, C. W. Andrews, librarian the John Crerar library.
Proper distribution of labor in small library, Evva Moore, librarian Scoville institute, Oak Park.
Discussion, Helen Prentiss Bennett, librarian public library, Mattoon.
Reorganization of an old library, ———
Discussion, Mrs Kate Henderson, librarian public library, Joliet.
Reserve force in small public library, Anna Felt, tr. public library, Galena.
Discussion, Josephine E. Durham, librarian public library, Danville.
A. L. A. announcements, Alice G. Evans, A. L. A. representative for Illinois State library association, librarian public library, Decatur.

Thursday evening, Feb. 21

(Methodist church)

8 p. m. Address: How to make the library

of value to the town, Edmund J. James, University of Chicago.

Friday morning, Feb. 22

9.30 a. m. Amendment to constitution.

Dues increased from 50 cents to \$1.00.

Reports of committees.

Election of officers.

The Lincoln house and also the Commercial have offered rates of \$1.50 a day for double rooms and \$2.00 for single rooms. The day meetings will be held in the Woman's club room. Wednesday the parlors of the Lincoln house will be given up for the benefit of the association, and Thursday the Methodist church has been offered for the evening session.

Librarians near Chicago planning to attend the meeting are requested to send their names to the secretary that arrangements may be made for transportation.

ELEANOR ROPER,

Acting secretary.

Library Schools

Drexel

Several of the class embraced the opportunity offered by the Christmas holidays to visit libraries in other cities, and came back from their investigations with many new ideas and much enthusiasm. All of the students seem to have gathered up fresh energy during the recess, and are hard at work upon some difficult subjects in library economy, such as subject headings, and upon the preparation of their picture bulletins, which are to be finished, ready for our usual exhibition the last of January. Before the holidays a "clipping-bee" was held at the library, when social pleasure and an object lesson were combined by cutting out of some odd numbers of magazines the portraits and other illustrations which the library utilizes for its bulletins.

New York

The school has had the benefit during the past month of two lectures by George Iles, delivered January 10 and 11. The first one, "An author at work in a library, let us into some of the secrets of bookmaking from the author's standpoint, and showed how a librarian may best serve the interests of this

small but influential part of his constituency. The second lecture, entitled "Books in the balances," was a most interesting exposition of Mr Iles' well-known plan for the annotation of books. Mr Iles encouraged the students to make themselves experts in special lines, looking forward to taking an active part in the book annotation of the future, and commented thus on the students' booknotes of the last school year:

I make bold to say that these notes, just as they are, would double the attractiveness of the volumes in an ordinary public or traveling library.

SALOME CUTLER FAIRCHILD.

Margaret Windeyer, graduate of the New York State library school, class of 1900, has been appointed librarian of Wells college, Aurora, N. Y.

Mary Casamajor, of the New York State library school, '99-1900, has been appointed librarian of the Munson Steamship line, New York city.

Pratt

Mrs Adelaide B. Maltby, class of 1900, has been appointed head of the children's department of the Buffalo public library.

Edna A. Brown, of the same class, is engaged in cataloging the Carnegie library, Carnegie, Pa.

Edith M. Steele, of the same class, has been appointed librarian of the Carlisle (Pa.) Indian school.

Margaret Griggs, class of '99, having finished the work for which she was engaged by Pennsylvania university library, has become a member of the Pratt institute library staff.

Dr Henry M. Leipziger, of the New York city board of education, inaugurated the year's course of lectures before the library school, on January 11, by an interesting report on "Some new movements in education."

Florence A. Watts, class of '99, has resigned her position on the Pratt institute library staff to accept one in the Osterhout library, Wilkesbarre, Pa. The vacancy so caused will be filled by Lida V. Thompson of the same class.

Science in Printing

If any man in the community ought to know how a book should be printed in order to be read most easily by the average eye, it is the well-trained librarian. Unhappily these questions are largely a matter of impression because so few people have studied the question carefully, and most of the students have insufficient facilities to make their results valuable. My own experiments have been rather crude, but they satisfy me on the following points: Investigation may give light that will compel a change of judgment, and such an investigation is now being carried on at my suggestion by our best oculist in Albany, Dr C. M. Culver of 36 Eagle st. The students of the library school and members of my own staff are coöperating. Dr Culver will select those having normal eyes and conduct a series of tests with carefully prepared instruments, so that we shall have a scientific basis hereinafter for our opinions. The results will also be specially valuable in determining the type for writing machines, which will probably require something larger and with wider space, because their impression is necessarily less clean cut than ordinary printing. Dr Culver has issued a blank with the following eight questions. Appended to it are paragraphs printed in the leading sizes of type for convenience in the rough test each reader may make as he answers the circular. He will be glad to send this blank to anyone interested and willing to coöperate by giving his own experience, and I write this article chiefly to urge librarians to contribute anything they can to this important investigation. The questions are given below with my own answers.

Fortunately the old type system is rapidly giving way to the new point system, which is much better, but the old names will cling for many years. For convenience I reprint the most common sizes, with their equivalent in the point system:

Point sizes	Old name
3½ point	Ruby

4½ point	Diamond
5 point	Pearl
5½ point	Agate
6	Nonpareil
7	Minion
8	Brevier
9	Bourgeois
10	Long primer
11	Small pica
14	English
18	Great primer

The great standard type is pica; the large types for posters and similar work are named 20-line, 30-line, 40-line pica, etc., and the pica ($\frac{1}{6}$ of an inch) is the unit of measure for printers' work. With the growing tendency to crowd more matter into a page, pica has given way step by step to the smaller sizes, till we have need of a beneficent autocrat who can forbid the further ruination of the eyes by the small type and poor printing still common in many newspapers. He should begin by abolishing utterly all but one size smaller than nonpareil, and allow its use only in extreme cases, and yet this agate is the common newspaper measure for advertising, because it yields larger returns at what sounds a reasonable figure, by saying so much for each agate line. Minion and bourgeois are bastard sizes, interjected between the regular sizes, which correspond to the even numbers in the point system. They, too, ought to be dropped as giving an unnecessary variety, which introduces confusion in small printing offices. They will probably be retained in large offices where a book limited to e. g., 300 pages may be gotten in in bourgeois when it would be overrun in long primer, and the whole tendency of modern manufacturing is to shave off a trifle that most people will not notice, thus reducing the cost in the effort to meet competition. Except for pulpit Bibles, and other books for special uses, pica is the largest type likely to be suggested. Long primer is the smallest that ought to be used in any book for long-continued reading. Dictionaries and other reference books may properly use small types because compactness and lessening cost are so important.

It will help the people who are con-

tinually getting confused with the order of the four types smaller than long primer, to remember that they run down with the alphabet: bourgeois, brevier, minion, nonpareil. Dr Culver's questions, with my answers, are as follows:

1 What kind of type do you prefer to read?

Pica. When younger, and reading without glasses, long primer.

2 What width of column seems to you best?

About 6 cm. A longer line than this requires a lateral motion of the eye, which can travel down a 6 cm. column, reading the whole line as if a single word. A shorter line than 6 cm. is choppy, and requires so many broken words that it is harder to read. The experience of the world seems to lean strongly to about this width for columns in newspapers and magazines. I should make it longer rather than shorter, thus approximating the small 16mo books.

3 How far apart, horizontally, ought the letters of a word to be?

I doubt if there would be any gain by spacing out the letters of a word; the eye takes the word as a single picture, and Roman type is so distinct that the present very compact method seems satisfactory.

4 How far from each other, horizontally, ought a word and the one immediately following it to be?

The present method of skipping one letter between words, and two between sentences.

5 How much space ought to exist between a printed line and the one next under it? that is, how much "leading" ought there to be?

Single leads in all cases. Double leads for handsome work. Long primer leaded is better than small pica solid. The margin above and below the letters enables the eye to read the smaller character more readily than one or perhaps two sizes larger without this margin of white. This is a most common error of the inexpert, who think they add to legibility by using a larger type and admitting leads. Possibly it would be better if type were cast on a larger

body so that it would give the effect of single leads when set solid.

6 Of what color ought the paper on which matter is to be printed to be?

Cream or light buff tint easier for most eyes than the clear white. This is a point where many tests are needed to determine a question to which our present answers are little more than impressions. Twenty years ago I had made several tons of paper of this buff or manilla tint, which the Germans call "sight preserving," and clearly confirmed the impression that it is better than white.

7 Of what color ought the ink, used in printing, to be, in order that the printed matter may be most legible?

Probably black. Experiments should be made on dark green and blue, taking a hint from nature. In some correspondence in the 70's with Wm. T. Harris, now United States commissioner of education, he expressed the belief that a dark blue on the buff tint would be much better for the eyes than black on white.

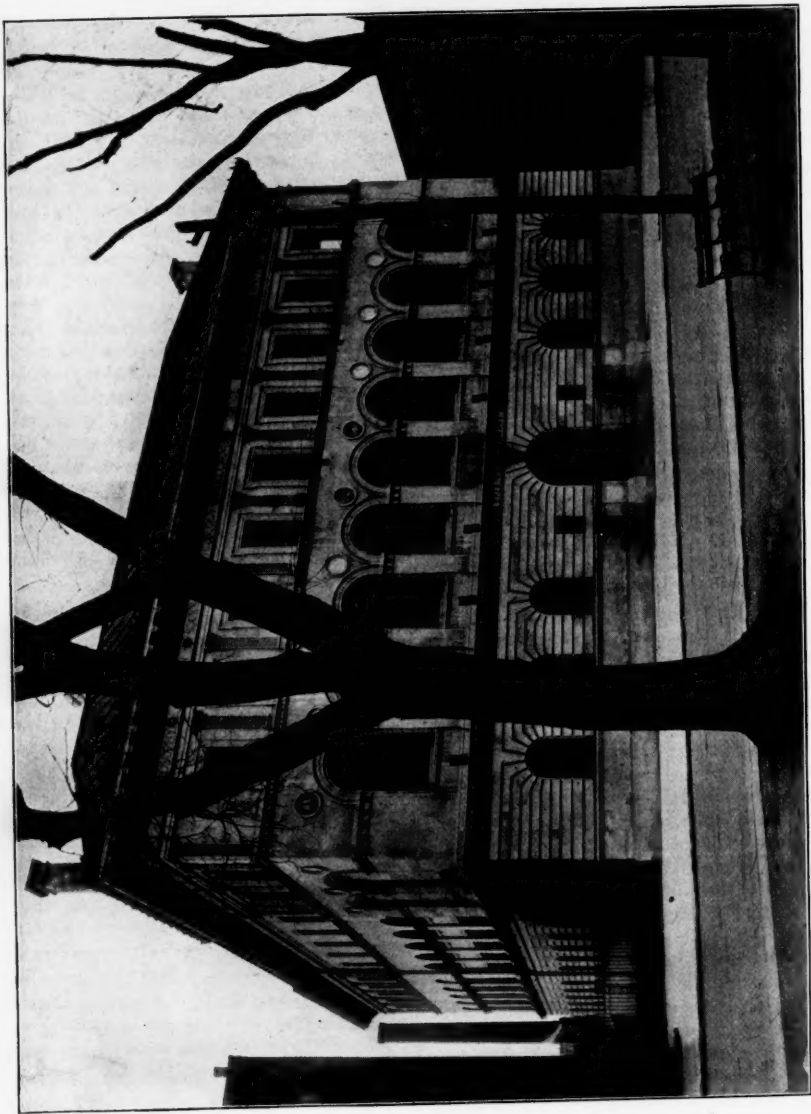
8 What qualities ought the surface of the paper used, on which to print matter for reading, to possess? Ought it to be smooth-calendered?

The paper used in many books, with the glossy surface required for the best halftone work, is trying to most eyes because of the glare from the coated paper. A rougher surface would be easier for the eyes, but would not take halftone work.

I earnestly request any reader who has the results of experiments or individual experience, bearing on any of these questions, to send them to me at the State library, Albany, on reading this article, in order that I may lay them before Dr Culver to assist in the elaborate investigations on which he is entering, which ought to enable us to teach in the State library school with more confidence than is possible now what the most easily read printing really is.

MELVIL DEWEY.

N. Y. State library, Sept. 12, 1900.



The Newark (N. J.) Free Public Library

The Newark Free Public Library

In March of 1896 the city of Newark, N. J., authorized the erection of the new library building for that city. From that time forward the utmost pains have been taken to meet the needs of the situation.

The building committee, composed of Edward H. Duryee, chairman; Richard C. Jenkins, James E. Howell, James Taafe and Frank P. Hill, librarian and secretary of the library, visited the principal libraries to investigate the advancement made in library building, and with the view of incorporating the best features that could be found in those already built, and what from their experience would be best to meet the requirements of the city of Newark. After plans had been submitted by a number of architects based upon requirements made by the trustees, and the matter gone over carefully by the committee, the present style of building was selected from plans submitted by Messrs. Rankin & Kellogg, architects of Philadelphia, Pa. The style of architecture is Italian renaissance, and comprises two buildings, the main building and the stack building.

The main building is about 103 feet wide by 157 feet deep, with basement and four stories, and of fireproof construction. The front and returns are faced with Indiana limestone. The interior finish is quarter oak, excepting the trustees room, which is mahogany. The floors in the main rooms are of oak, the balance of pine, and all public halls are of marble and tile.

One of the main interior features is a court about 49 feet wide by 51 feet long, with ornamental glass ceiling, marble columns, balustrades and arches. A broad staircase in this court about 11 feet wide, with marble treads and risers, balustrades and hand rails, leads from the ground floor to the main floor. The walls of the main corridors are of Tennessee and Italian marble. The carving is all hand work while the ceilings are of mosaic work.

On the first, or ground floor, to the

right of the entrance, is a large newspaper room, and on the left is the children's room and the bicycle room. On this floor are private and public rooms, and a janitor's room. In the rear of the building is a well-equipped bindery, then comes the packing room, delivery station rooms, and the store room.

On the second, or main floor, at the head of the stairs leading from the court, is the delivery room, which occupies the entire rear end of this floor. To the right and left of the entrance to the delivery room are iron galleries with steel shelves for fiction and biography rooms. On the sides are the public catalog, then the librarian's office, and the check rooms. In the front of the building is the main reading-room which is about 29 feet wide by 95 feet long. It is finished in paneled antique oak, with wainscoting about 8 feet high, oak pilasters, ornamental paneled plate ceiling, and has two ornamental stone mantels.

On the third floor are located the art book room, the patent room, the reference room, the official catalog room, the librarian's private room, the staff lunch and sitting room, as well as three study rooms and the trustees' room.

On the fourth floor to the front is the lecture room, which is about 34x80 ft. To the left is the art gallery and on the right the museum.

A mezzanine between the second and third floors gives two additional large rooms.

The stack room, which is semi-detached, is about 60 ft. x 39 ft., having basement and six floors of steel stacks capable of holding about 200,000 books, with good arrangements for ventilation and light.

The library owns an electric plant. The basement is given over to heating apparatus and storage.

The boiler house is detached and is about 60 ft. x 40 ft. The heating is by steam with ventilating systems of blowers, exhaust fans, etc.

The cornerstone was laid in January, 1899, and on Jan. 2, 1901, the first working day of the year, the cataloging force moved into the new building.

News from the Field

East

A free library of orchestral scores was opened in Boston recently. It is on Tremont st., and is founded by B. J. Lang as a memorial to Ruth Burroughs.

The will of the late Gov. Wolcott of Massachusetts gives \$1000 to the Wolcott library of Litchfield, Conn., and \$2000 to the public library of Milton, Massachusetts.

The annual report of the Providence Athenæum shows number of books on shelves 62,049, with 50,832v. in circulation. This library has complete open access to shelves.

A room in the Andrews school in South Boston has been secured by the Boston public library and fitted up for a branch library. The room is about 30 feet square, well lighted, well ventilated, heated by steam, and accessible both from the street and from the school yard. Miss Marshall is the librarian.

E. S. Converse, of Malden, Mass., has presented to the trustees of the Converse memorial library \$125,000, which is to be known as the E. S. and Mary D. Converse endowment fund. The library building, which cost \$125,000, was presented to the city a few years ago by Mr Converse as a memorial to his eldest son. There are now upon its shelves 37,000v. and 8000 pamphlets. It has, during the past year, circulated 135,000v. for home use, and 8000v. for special use in the library, 43,000v. of the former having been taken by children from the department devoted to their use.

Librarian Moulton of Haverhill, writing of his library, says: The population of Haverhill at the last census in June, 1900, was 37,175. We have about 65,000v. in the library, and the circulation for 1900 was 146,840v. Comparing Haverhill with the principal cities in Massachusetts, this makes us twelfth in population among the cities, and among the public libraries sixth in size and eighth in circulation. The libraries ahead of us in size are: Boston, 746,383v.; Wor-

cester, 125,496v.; Springfield, 115,091v.; New Bedford, 72,508v.; Northampton (Forbes), 69,915v.; and in circulation, Boston, 1,251,541v.; Somerville, 215,448v.; Worcester, 196,485v.; Cambridge, 175,026; Newton, 170,006; Springfield, 164,091; Fall River, 159,745. These figures are taken from the latest printed reports of the libraries.

Central Atlantic

George W. Phillips, of Homer, N. Y., has given \$10,000 for the erection of a public library in that city.

Helen Sperry, librarian of Carnegie library, Homestead, Pa., has resigned her position and gone east.

The Thrall library at Middletown, N. Y., was opened to the public January 4 with appropriate exercises.

W. P. Cutter, for eight years librarian of the Department of agriculture, Washington, D. C., has resigned to take charge of the order department of the Library of congress.

Andrew Carnegie has offered \$200,000 to Syracuse, N. Y., for a public library building, on condition that the town will guarantee \$30,000 a year for maintenance.

Josephine A. Clark, of the New York State library school, '88-'89, who since 1893 has been assistant librarian, has been appointed librarian of the United States Department of agriculture.

The cataloging force of the Newark public library moved into the new library building Wednesday, January 2. This was done that the first working day of the new year, and of the new century, might be spent in the new library.

Arthur E. Bostwick, for the past two years librarian of the Brooklyn public library, has accepted the position of Superintendent of circulation in the New York public library, a place created in view of the recent consolidation of the city circulating libraries with the larger institution.

Willis F. Sewall, who for several years was librarian of the Wilmington institute at Wilmington, Del., but who resigned on account of ill-health, has en-

tirely recovered in his old home at Livermore Falls, Me., and expects to return to work in the library field.

The sixteenth branch of the free library of Philadelphia was opened on the evening of December 14, with appropriate exercises, at Frankford. This branch absorbs the old public library and the library of Wright's institute, in which the branch is located.

An agreement has been reached in the plan of consolidation between the New York public and the free circulating libraries of New York by which the former will absorb the latter. The new corporation will have the same name, Public library, with the same trustees, but will have vested in it the property of both the institutions.

The Charles Scribners' Sons have loaned to the Newark public library the collection of original drawings used for illustrating the publications issued by them. The collection is the accumulation of years, and includes the work of the leading American and English artists. The library board will frame these drawings appropriately, and they will be hung in the rooms as illustrations of the use of the room, as well as for decoration.

Summary of statistics and comparison between years ending Dec. 31, 1899 and 1900, of the Carnegie free library, Braddock, Pa., and its two branches, show the following:

	1899.	1900.	Incr'se.
No. of books.....	19,960	25,224	5,264
" " readers' cards..	6,152	8,225	2,073
" " reference calls..	5,016	6,721	1,705
Circulation.....	107,404	163,276	55,872
Fiction, per cent.....	67.8	69.7	

Central

Andrew Carnegie has given \$25,000 to the Upper Iowa university for a library.

Goshen, Ind., has received \$15,000 from Andrew Carnegie for a library building.

Aurora, Ill., has received \$50,000 for a new library building from Andrew Carnegie.

The Evanston (Ill.) public library will be open on Sundays and holidays from 2 to 6 p. m.

The Kokomo (Ind.) public library has moved into new and enlarged quarters. This library has taken on renewed vigor in the past year.

Philip S. Goulding, of the New York State library school, '98-'99, has been appointed head cataloger at the University of Missouri, beginning Jan. 1, 1901.

According to the Chicago Tribune, \$6,500,000 was given to libraries in the year 1900, mostly for new buildings; of this sum Andrew Carnegie gave \$4,195,000.

The Library commission of Iowa will hold a summer school for library training at the State normal school at Cedar Falls. Attendance will be limited to librarians of Iowa.

The Brumback library at Van Wert, Ohio, built and furnished by the bequest of John S. Brumback, was turned over to the trustees and dedicated with appropriate ceremonies January 1. This is the first library in Ohio open to all the county. C. B. Galbreath, State librarian of Ohio, made the principal address.

The Wells-Fargo express company maintains large libraries at Chicago, San Francisco, New York, Jersey City, Kansas City, and the City of Mexico, from which any employee of the company, no matter where he may be stationed, may obtain any book he wishes by sending in an application. The book is sent and returned free of charge. In addition to this the company has ordered that all terminal points where messengers have a lay-over be provided with small reference libraries.

The annual report of the St Louis public library shows no decrease in the usual vigor of that institution. The library contains 145,000v., over 10,000 of which were added during the year of 1900; 1877v. of this increase were donations, 508 German books, 234 French, 76 Polish, and of the remainder 9764 were English.

In various public schools and Sunday-schools the library has placed collections of books numbering from 50 to 300v., and books are delivered at stations throughout the city. A branch has been established at the Mission on Ninth and Wash sts., and books of reference as well as those for circulation may be found there. A Polish branch has also been opened at the office of the *Przewodnik Polski*, on Thirteenth and Cass av.

The purchase of six more sets of books for the public schools has been authorized by the book committee, duplicating sets which have proved most popular, and raising the total to over 275 sets.

The total issue of books and periodicals for the year was 982,540v., 700,000 of which were for home use.

West

The cornerstone of the Dallas (Tex.) public library was laid January 16 with appropriate ceremonies.

The beautiful new library costing \$20,000, a gift from Thomas F. Walsh to the city of Ouray, Col., is nearly completed.

The new Plattsmouth (Neb.) public library building was formally opened to the public New Year's day. It was the fifteenth anniversary of the Free circulating library, originating from the Young ladies' reading-room association, which was organized here Feb. 25, 1885. The library, which started with 200v., now has over 2000v. of standard works, and is a source of great pride to the citizens.

C. R. Dudley, librarian of Denver, in his annual report says that during the year 685,000 books were taken out by cardholders; 4520v. were added to the shelves; 58v. were lost and paid for; 1452 were given to charitable institutions and schools. The total number in the library is approximately 77,000v. An average of seven assistants have been employed; 26,353 books have been catalogued, and 135,000 cards written. There remain now about 6000v. in the catalog room.

Of the books circulated, 61.6 per cent were adult fiction, 21.2 per cent juvenile fiction; 2 per cent history, 1.8 per cent travels and voyages, 2.9 per cent science and arts, 2.4 per cent poetry and drama; 2.7 per cent political and social science; 1.8 per cent biography, 3.6 per cent all other classes.

The financial statement shows receipts and expenditures of \$38,080.81 during the year. The expenditures had been \$4408 for books, \$567 for periodicals, \$1331 for bindings, \$15,131 for salaries, \$1000 for rent, while \$10,000 was put in the building fund.

South

R. P. Hayes of Chicago has installed a system of traveling libraries in the country around Asheville, N. C. Ten traveling libraries go out from the Asheville library association.

Pacific Coast

Andrew Carnegie has promised \$200,000 to Seattle, Wash., for a public library, on the usual conditions of site and maintenance, to replace the one recently burned.

A plan is under discussion in San Francisco to consolidate all the reference libraries under one management, Mechanic's institute being the head of the combination.

The report of J. J. Gillis, State librarian of California, shows 114,000v. in that library. The claim is made for California that this is the second largest state library in the country, New York leading with 294,147v. The next below California is Massachusetts, with 104,000v.

The public library of Seattle, Wash., which burned January 1, was insured for \$12,000. The greatest loss occurs in the burning of the rare documents bearing on the history of the state. The catalog was unharmed, the hardwood case in which it was inclosed being slow to ignite, and while the latter was charred beyond resuscitation the contents are unharmed.

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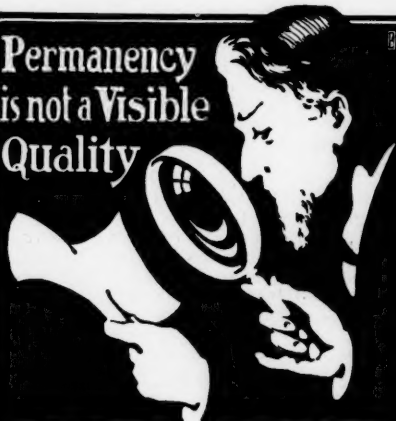
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